

DOCUMENT RESUME

ED 402 281

SP 037 029

TITLE Educator Preparation and Professional Development Report.
INSTITUTION Oklahoma State Commission for Teacher Preparation.
PUB DATE Dec 94
NOTE 185p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS *Administrator Education; *Competency Based Teacher Education; Demonstration Programs; Elementary Secondary Education; *Faculty Development; Higher Education; *Inservice Teacher Education; *Preservice Teacher Education; State Standards; Teacher Certification; *Teacher Competencies; Teaching Models

IDENTIFIERS *Oklahoma

ABSTRACT

The Oklahoma Commission for Teacher Preparation was established in 1992 to develop a new competency-based teacher preparation and professional development system. The commission's report begins with the Vision Statement and responsibilities of the new system, followed by "A New Vision: Educators as the Key to Educational Excellence" by Representative Don McCorkell and an introduction to the report by Senator Penny Williams. The Executive Summary outlines the Commission's findings and recommendations in the areas of recruitment, retention, and re-entry; preservice teacher preparation; inservice teacher professional development; administrator preparation; licensure and certification; trailblazer schools and model learning programs; assessment; and career education. Differences between the existing and the proposed teacher preparation/staff development system are described, followed by discussions of fundamental principles, competencies, and preparation and professional development systems for preservice teachers, inservice teachers, and administrators. Commission member biographies, and a glossary are also included. (Contains 320 references.) (ND)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED 402 281

5637029

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☐ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

W. S. Pratt

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."



*“Our
education*

system is only



as effective



*as our
teachers.”*

– George Singer, Chairman
Task Force 2000



Vision Statement

The vision of the Oklahoma Commission for Teacher Preparation is for the State of Oklahoma to become the preeminent state in the nation in the preparation and professional development of teachers and administrators for the purpose of increasing students' learning and well-being.

PREFACE AND ACKNOWLEDGEMENTS

The creation of the Oklahoma Commission for Teacher Preparation and this report are the result of the passage of House Bill 2246 in 1992. The Commission was established July 1, 1992, for the expressed purpose of developing a new competency-based teacher preparation and professional development system which is to be ready for implementation within the state by September 1, 1996. Toward that goal, the thirty-three member Commission made up of members of the Legislature, public school teachers, public school superintendents and principals, lay persons with school-age children, leaders of the business community, higher education representatives, the State Superintendent of Public Instruction, the Director of the State Department of Vocational-Technical Education, and the Chancellor of the Oklahoma State System of Higher Education was named.

Responsibilities of the new teacher and administrator preparation and professional development system include:

- Encouraging of excellence in arts and sciences;
- Improving teachers' knowledge of subject matter;
- Ensuring that teachers can identify and develop talent and potential in students;
- Ensuring that teachers understand children and human development;
- Promoting excellent teaching skills through a variety of learning experiences;
- Ensuring that teachers interact effectively with diverse students to overcome their own biases;
- Developing teacher skills to work with parents as partners in the educational process;
- Preparing teachers in strategies for involving the community in education; and
- Fostering collaboration and teamwork within and among schools.

Literally hundreds of hours have been spent by the Commission's members (whose qualifications and experiences are outlined in the Commission Member Biography Section of the report) researching, evaluating, and debating ways to improve and enhance teacher and administrator preparation and professional development in the State of Oklahoma. Their dedication and commitment to excellence in education and the development of the education profession have made this report possible.

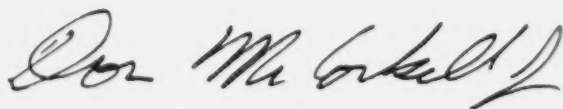
TABLE OF CONTENTS

	Page
VISION STATEMENT	1
PREFACE AND ACKNOWLEDGEMENTS	2
A NEW VISION: EDUCATORS AS THE KEY TO EDUCATIONAL EXCELLENCE <i>BY REP. DON McCORKELL</i>	5
EXECUTIVE SUMMARY	11
INTRODUCTION TO COMMISSION REPORT <i>BY SEN. PENNY WILLIAMS</i>	19
DIFFERENCES BETWEEN THE EXISTING TEACHER PREPARATION/STAFF DEVELOPMENT SYSTEM AND THE NEW PROPOSED TEACHER PREPARATION/PROFESSIONAL DEVELOPMENT SYSTEM	22
RECRUITMENT, RETENTION, AND RE-ENTRY	25
PRESERVICE TEACHER PREPARATION	28
A. Fundamental Principles for Developing Teacher Preservice Preparation	29
B. Preservice Teacher Preparation: Overview	30
C. General Guidelines for Teacher Preparation Programs	34
D. Preservice Teacher Preparation Competencies	42
IN-SERVICE TEACHER PROFESSIONAL DEVELOPMENT	63
A. Fundamental Principles for the Professional Development Program	64
B. In-Service Professional Development: Overview	66
C. Professional Development In-Service Recommendations	70
D. Comparison of Present Staff Development System and Proposed Teacher Professional Development System	75
E. In-Service Professional Development Competencies	77
ADMINISTRATOR PREPARATION	92
A. Fundamental Principles for Programs and Professional Development	93
B. Administrator Preparation and In-service Professional Development: Overview	94
Professional Development	94
C. Admission Requirements to Administrator Preparation Programs	96
D. Comparison of Present Administrator Preparation System and Proposed Administrator Preparation System	97
E. Administrator Competencies	98
LICENSURE AND CERTIFICATION	111
TRAILBLAZER SCHOOLS AND MODEL LEARNING PROGRAMS	114
ASSESSMENT	117
A. Assessment: Overview	118
B. Comparison of Present Assessment System and Proposed Assessment System	123
CAREER EDUCATION	125
COMMISSION MEMBER BIOGRAPHIES	127
GLOSSARY	134
REFERENCES	144
APPENDIX	161

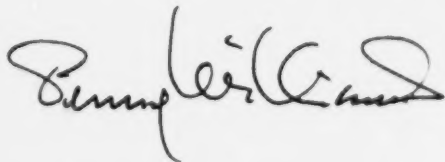
These actions will make a fundamental difference in the quality of teaching for Oklahoma's children. Of course there is no "free lunch" - these actions require investment on our part - but it is an investment which will produce far greater returns than virtually any other action we could take to improve education in Oklahoma. What could improve the quality of teaching more directly and more effectively than improving our ability to recruit talented teachers and enhance their skills in the classroom? Reducing class size by one pupil per class statewide, costs about \$6 million. A similar amount will: (1) overhaul our assessment system; (2) train and provide mentor teachers to serve new teachers; and (3) establish a first class system of professional development institutes to enhance the subject matter and teaching skills of all classroom teachers. Clearly this investment will have a far more fundamental impact on the quality of education.

We need your help to ensure that the state takes the actions necessary to implement this critical reform. Improvement of the quality of education in Oklahoma classrooms depends upon the success of these actions.

We would appreciate your support of this important effort.



Representative Don McCorkell
Chairman, Oklahoma Commission for Teacher Preparation



Senator Penny Williams
Vice-Chairman, Oklahoma Commission for Teacher Preparation

OKLAHOMA COMMISSION FOR TEACHER PREPARATION

Chairman: Representative Don McCorkell

Vice-Chairman: Senator Penny Williams

Ms. Terry Almon, Stillwater National Bank

Mr. Wayne Beam, Yukon Public Schools

Representative Jack Begley

Dr. Hans Brisch, Chancellor, the State System for Higher Education

Dr. Dan Cockrell, Tulsa Public Schools

Ms. Kyle Dahlem, Moore Public Schools

Dr. Don Dale, High Plains Area Vo-Tech

Ms. Sandy Garrett, Oklahoma State Superintendent of Public Instruction

Senator Bill Gustafson

Representative James Hager

Ms. Gayle Harlin-Fischer, Mid-Del Public Schools

Mr. George Hatfield, Purcell Public Schools

Ms. Stephanie Hawkins, Oklahoma City Public Schools

Representative Jim Holt

Dr. Smith Holt, Oklahoma State University

Dr. Thomas Horne, Tulsa University

Dr. Kenneth King, Oklahoma State University

Ms. Silvy Kirk, Mid-Del Public Schools

Mr. Richard Logan, Mid-Del Public Schools

Senator Ed Long

Ms. Janice Martin, Parent

Dr. Mary Meritt, Stillwater Public Schools

Dr. Larry McKinney, Oklahoma Baptist University

Mr. Ray Pearcey, Business Consultant

Dr. Roy V. Peters, Jr., Director, Oklahoma Department of Vocational-Technical Education

Ms. Rita Ryan, Norman Public Schools

Senator Bernice Shedrick

Ms. Deborah Taggart, Parent

Ms. Kathleen Tall Bear, Southeastern Oklahoma State University

Ms. Debbie Thionnet, Holdenville Public Schools

Mr. James Tolbert, III, First Oklahoma Corporation

Ms. Janis Updike Walker, University Center at Tulsa

"The key to a healthy Oklahoma economy is having well-educated citizens. That effort hinges on having the best prepared and trained teachers and administrators possible. The Commission's report is particularly impressive in that it focuses on one subject exclusively - how we recruit, prepare, and train those individuals from the time they enter college throughout their entire education career. If we truly believe that economic opportunity depends on the quality of education that our children receive, then we must make the reforms advocated in this report the cornerstone of any effort to improve the state's educational system."

David Walters
Governor of the State of Oklahoma

"Students today must learn more than ever before to amass the tools necessary for a chance at a good future. They will need to reach high academic and occupational standards to be successful as citizens of this complex democracy and handle the challenges of an increasingly international economy. Teachers are the key to students acquiring these skills. There is emerging consensus across the nation that high-quality teacher preparation and professional development is essential to successful education reform. Professional development is the bridge between where teachers are now and where they will need to be to meet the new challenges of guiding all students in achieving higher standards of learning. No attempt to improve education in America can ignore this crucial, crucial fact."

Terry Peterson, Counselor
U.S. Secretary of Education

"Providing a high level of dedicated instruction through our public school system is the greatest responsibility of state government. The relationship between a healthy society, a strong, growing economy and the educational level of our citizens is increasingly apparent. The preparation and training of teachers called for in this report provide that critical link."

Henry Bellmon
Former Governor of the State of Oklahoma

"Our education system is only as effective as our teachers. In an environment in which we empower our educators to act as creatively as possible we owe it to them to make our utmost efforts to prepare them and maintain their skills. The recommendations included in this report embody this philosophy."

George Singer, Chairman of Task Force 2000

"Good teachers are the key to effective school reform. Their place on the front line makes them uniquely qualified to motivate and inspire our children. The better our teachers are trained and prepared, the stronger our schools will become, and the more our boys and girls will learn."

Sandy Garrett, State Superintendent



STATE OF OKLAHOMA
OKLAHOMA COMMISSION FOR TEACHER PREPARATION

December 6, 1994

Dear Fellow Oklahomans:

We are sure you agree that the recruitment, preparation, licensure, assessment, and professional development of public school teachers and administrators is central to any education reform effort. For the past two years, we have chaired the Oklahoma Commission for Teacher Preparation. The Commission's Report places Oklahoma at the cutting edge of reform in this country. No other state has addressed this issue in such a fundamental and comprehensive fashion.

The implementation of the Commission's Report will accomplish the following critical goals:

- Elimination of the old, rigid bureaucratic system of educating and licensing teachers by removing the laundry list of required teacher education courses and implementing a competency-based licensure system;
- Implementation of a rigorous new assessment system to ensure that teachers have the subject matter competency and teaching skills needed to be effective teachers;
- Implementation of a first class mentoring system for new teachers in the first three years of their teaching career; and
- Implementation of a system of required Professional Development Institutes to enhance subject matter competency and teaching skills of teachers throughout their career.

OKLAHOMA COMMISSION
FOR
TEACHER PREPARATION

REPORT
ON
EDUCATOR PREPARATION
AND
PROFESSIONAL DEVELOPMENT

December, 1994

1141 North Lincoln • Oklahoma City, Oklahoma 73104

(405) 521-3189

WHAT STATE AND NATIONAL LEADERS ARE SAYING ABOUT THE OKLAHOMA COMMISSION FOR TEACHER PREPARATION'S REPORT

"The Oklahoma Commission for Teacher Preparation's report closely parallels the recent State Regents' report and recommendations on teacher preparation - and both agree that the underlying focus is how to best prepare Oklahoma teachers who prepare our future citizens for success in a modern democracy. Well trained, motivated, enthusiastic teachers can make the difference in whether or not students' lives are productive and successful. Oklahoma, in its commendable efforts at examining the current teacher preparation arena and exploring the possibilities for innovation and improvements, is pointing the way toward excellence in teacher performance."

Chancellor Hans Brisch
Oklahoma State Regents for Higher Education

"I want to commend you and the commission members for an outstanding three-year effort. The Education Commission of the States has followed this particular legislative effort with great interest. We have recommended to other states just beginning to examine educator preparation programs that they look closely at the excellent study design of the Oklahoma commission. Your approach has been thoughtful and thorough. Your Oklahoma constituents will be the direct beneficiaries of the study and recommendations. But legislative committees throughout the country have received a dividend at well."

Dr. Frank Newman, President of the Education
Commission of the States and **Dr. Calvin M. Frazier**, Director,
Education Commission of the States Teacher Education Project

"The only educational reforms that matter are those that affect what goes on in the classroom. Attracting and properly preparing intelligent and dedicated teachers is at the heart of what Oklahoma must do. This report represents a major breakthrough in bringing about needed changes in our attitudes about teacher preparation."

G. Douglas Fox
Former Chairman, Oklahoma Futures

"States have been talking about improving teacher preparation for a decade, and more. The results are mixed. The Oklahoma Commission's work might well be different. This is a comprehensive effort with strong backing of governmental and education leaders. The persistence of the legislators and educators involved is particularly impressive. Oklahoma may be poised to point the way for states to move beyond a paper trail of complex regulations to a truly performance system for licensure."

Mark D. Musick, President of the Southern
Regional Education Board

Moreover, this report benefited substantially from the comments, suggestions, and critiques from an extensive list of professional educational resources. This list in alphabetical order includes the following persons:

Mr. Richard Allen, Cherokee Nation; Dr. Richard G. Allen, National Evaluation Systems, Inc.; Dr. Michael Angelotti, University of Oklahoma; Dr. Ruth Ann Ball, University of Oklahoma; Dr. Shelia Barnes, Southeastern Oklahoma State University; Dr. Carolyn Bauer, Oklahoma State University; Ms. Kim Bishop, House Staff; Dr. James Bowen, Northwestern Oklahoma State University; Dr. Jerry Bread, University of Oklahoma; Dr. Susan Breck, Oklahoma State University; Ms. Suzanne Broadbent, Senate Staff; Dr. Joseph David Brown, Oklahoma Baptist University; Dr. Sandra Brothers, University of Central Oklahoma; Dr. James Burnett, Cooperative Council for Oklahoma School Administration; Mr. Robert F. Burton, Sr., Tulsa Public Schools; Dr. N. Jo Campbell, Oklahoma State University; Dr. Judith Coe, University of Central Oklahoma; Dr. Edward Collins, University of Central Oklahoma; Dr. Lynn Cornett, Southern Regional Education Board; Ms. Janice Corbett, Tulsa Public Schools; Ms. Pat Crown, House Staff; Dr. Rex Culp, Oklahoma State University; Dr. C. Robert Davis, Oklahoma State University; Dr. Barbara Decker, Southeastern Oklahoma State University; Dr. Elena Doshlygina, University of Tulsa; Ms. Ann Duffy, Teach for America; Ms. Mary Dratz, House Staff; Ms. Ursula Eidschun, Hispanic Action in Education; Mr. Mike Elgin, African American Coalition; Mr. Scott Elliot, Educational Testing Service; Dr. Leah Englehardt, Oklahoma State University; ; Ms. Margaret Erling, Mayo Demonstration School in Tulsa; Dr. John Folks, Southwestern Oklahoma State University; Dr. Cal M. Frazier, Education Commission of the States; Ms. Margaret French, Legislative Service Bureau; Mr. Lawrence Gilbert, teacher candidate at Southeastern Oklahoma State University; Dr. Barbara Green, University of Central Oklahoma; Dr. Jim Green, University of Tulsa; Ms. Elaine Hale, Norman Professional Development Center; Dr. Ben Harper, East Central University; Dr. April Haulman, University of Central Oklahoma; Dr. Kathryn Henn-Reinke, Alverno College; Dr. Pauline Holloway, Oklahoma State University; Dr. Nancy Hurlbut, Oklahoma State University; Ms. Janie Huffman, Norman Professional Development Center; Dr. C.P.M. Heath, Amoco Development Corporation; Dr. Millard T. House, Tulsa Public Schools; Dr. Cathy Kass, Oklahoma City University; Ms. Andrea Kearney, House Staff; Dr. Donna Kearns, University of Central University; Dr. Gene Keith, Cooperative Council for Oklahoma School Administration; Dr. Eileen Kelble, University of Tulsa; Mr. David Knudsen, Moore Public Schools; Ms. Karen Leveridge, Oklahoma State Chamber of Commerce and Industry; Ms. Sandra Ligon, Putnam City School District; Dr. Kathy McKean, Child Service Demonstration Center; Dr. Frank O. McQuarrie, Jr., University of Oklahoma; Dr. Kenneth Moore, East Central University; Dr. Anne Morgan, Oklahoma State Regents for Higher Education; Dr. Jane Morse, Cameron University; Ms. Marcia Muhammad, African American Coalition; Ms. Amy Muegge, El Reno Public Schools; Dr. Lari Murry, Oklahoma Center for the Advancement of Science and Technology; Ms. Deborah Murphy, Child Demonstration Service; Dr. Charlotte Myles-Nixon, University of Central Oklahoma; Ms. Joyce Oakley, University of Oklahoma; Ms. Amanda Paliotta, Senate Staff; Dr. Villetta Partridge, Langston University; Dr. Jo Pettigrew, Oklahoma State School Boards Association; Ms. Lynn Peacher, Jenks Public Schools; Dr. Joyce Pollard, Southwest Educational Developmental Laboratory; Mr. Rodger Randle, University Center at Tulsa; Mr. Wilfredo Santos-Rivera, Learning Disabilities Association; Ms. Iris Santos-Rivera; parent; Dr. Pam Robinson, Oklahoma Baptist

University; Dr. Lloyd Roettger, University for Central Oklahoma; Mr. Ian Rowe, Teach for America; Dr. Stewart Ryan, University of Oklahoma; Mr. Chris Schultz, student at the University of Oklahoma; Dr. William Segall, Oklahoma State University; Ms. Barbara Smith, Oklahoma Educational Association; Mr. James A. Smith, Norman Public Schools; Ms. Pat Smith, Oklahoma Educational Association; Ms. Mary Ryan Taras, National Board for Professional Teaching Standards; Ms. Carolyn Taylor, University Center at Tulsa; Ms. Debbie Terlip, House Staff; Ms. Lucy Ward, Parent-Teacher Association; Dr. Joseph Bob Weaver, Oklahoma Baptist University; Ms. Jerita Whaley, Stillwater Professional Development Center; Mr. Clifford Williams, American Federation of Teachers; and Dr. Sally Zepeda, University of Oklahoma.

Special thanks to Dr. Ramona Paul, Dr. Barbara Ware, Dr. Paul Simon, Ms. Linda Ruhman, Ms. Ruby Nichols, Mr. John Corpolongo, Ms. Margaret Bergant, Ms. Jodie Williams, Ms. Thanh Van Anderson, Ms. Judy Black, Ms. Shirley Martinson, Ms. Cindy Morose, Ms. Darla Griffin, Mr. Armando Pena, Mr. Frank Raia, Ms. Teresa Wood, and Mr. J.C. Smith with the State Department of Education for their invaluable assistance. Special recognition is also warranted for Dr. Curtis Englebright, Dr. Cindy Ross, Dr. Ann Hickman, and Mr. Sid Hudson from the Oklahoma State Regents for Higher Education and Dr. Juanita W. Bice, Dr. Ann Benson, and Ms. Edna Ruth Mahaffey with the Oklahoma Department of Vocational and Technical Education for their substantial efforts in assisting the Commission during its deliberations.

Finally, my deepest gratitude to Ms. Phyllis Mazurek, my Administrative Assistant, for her invaluable assistance and infinite cheerfulness, wisdom, and patience.

This report was financed in part from U.S. Department of Health and Human Services Community Services Block Grant Act of 1981, as administered by the Oklahoma Department of Commerce.

David Ligon
Executive Director
Oklahoma Commission for
Teacher Preparation

A New Vision: Educators as the Key to Educational Excellence

by Representative Don McCorkell

Evaluations of public education in America tends to fall into the traps much like those created by student evaluations. To many students, an "A" means you have made it and don't need to stretch yourself any further. A "D" or "F" is too often taken as meaning, "It's no use; you don't have what it takes." Defenders of American public education give it an "A" and say no change is necessary. Some critics give it an "F" and claim that it is irrelevant to the modern world and hopelessly impervious to change. The stoutest defenders must be challenged with the exhortation that, just as learning is never a finished or completed task, the institutions which attempt to foster learning must continuously and often radically reform to adapt to a world where change is a constant. The most severe critics, who view the public school as an outdated and even harmful institution, must recognize the pervasive and imbedded power of the public school in American society and with that recognition, realize that cynically condemning this institution for its failures, abandoning the possibility for institutional change, and waiting for its demise, is a strategy which condemns millions of children and America itself, to second class citizenship and a second class status in tomorrow's world.

"We frankly hope that what we offer will be viewed by many as radical change...It is our desire not to find a standard, but to set one."

It is not just that education for American students has fallen behind that of our industrial competitors - and it has. It is that even our best competitors are wrestling mightily with how their systems need to be redesigned to remain relevant in this new world. Pride goes before a fall, and it would indeed be the height of arrogance in such a world of change and challenge to say, "all is well." It's not, and we know it.

We frankly hope that what we offer will be viewed by many as radical change - because we need to make a radical difference in our children's lives. If it is not seen as such, then we have probably not gone far enough. The test of these proposals is the difference they can make in children's lives and in the future of our state and our country. It is our desire not to find a standard, but to set one; not to follow the lead, but to be the leader.

In some ways it is pretty easy to be overwhelmed by the modern world of knowledge of which as much is written every one or two weeks as was recorded in the entire history of the world prior to 1700. In the face of such an explosion of knowledge, the possibility of memorizing all the relevant facts is nothing more than ridiculous fiction. One learns to

cope with such a world with either a spirit of fear or a spirit of adventure. That spirit, that love of learning, is one of the fundamentals which our public schools should foster in each child.

What do we want for our children? We want them to have the best learning experiences possible, both formal and informal, to give them a sense of hope and possibility; marketable skills; understanding of the responsibilities of citizenship; the ability to think; and the ability to communicate effectively. They experience learning at home, among peers, watching television, at malls, on the street, and in school.

The learning experience of today's children is far more diffuse, uncoordinated, and even contradictory than it was for those children in the past who grew up basically as apprentices in their family - eating, sleeping, living, learning, and working together. Early in the American experience, public education was seen as the foundation for democ-

"If we are to dramatically improve the quality of education, we will first commit ourselves to a passionate search for talent."

racy. People had the vote, and thus power. A democracy could not be sustained with this many people having this much power unless they shared some core values about what a democracy was, responsibilities of citizenship, and the rights of others. One could not act responsibly without an education. Later,

education was seen as the route to upward economic mobility, culminating in the postwar GI Bill of Rights and the economic boom of the 1950's. Sputnik brought home the reality of military power abroad and a new surge of educational investment to maintain our technology superiority. Toyota brought home the reality of economic competition. The information age brought the need for broadly educated workers - narrow skills were no longer enough.

Thus, at the close of the 20th century, public education in the United States faces its greatest challenge ever: how to provide the learning needed in a society more racially, ethnically and culturally diverse than ever; to cope with itself as a democracy and with an economic world of intense competition and constant change.

In the face of these challenges, we need to rethink our educational strategies. We need to insure that our children have the best learning experiences possible. We need to be able to identify and enhance the talents and abilities of each of our children. We need to raise our expectations for all of our children. Escalante of Stand and Deliver fame did not luck into a class of barrio geniuses. Rather, he believed all of those kids could learn, and he was passionately committed to their success. Scientific enterprises will not succeed with a handful of geniuses, but will depend at least as much on high performing, motivated, "average" students who share a commitment and love for science.

Our task is actually a simple, but daunting one. We must find the best people possible to provide these learning experiences for our children. Most of us are primitive in our

attitudes about our children. We will break any rule necessary to provide them food and shelter. We will fight hospitals, doctors and insurance companies to get them the medical care they need. It hardly makes sense to surrender timidly for less than the best in education for them. Thrilled by the great teachers, frustrated by the mediocre, and infuriated by the bad; we have, by and large, accepted the quality of those going into teaching as a given. Yet we don't expect any other enterprise, from sports to business, to succeed without a lot of attention being given to recruitment. In fact, in those arenas, spectacular success is almost always based first on spectacular recruitment.

In sports and in business, we like to demand performance. There we see artificial standards as barriers to excellence. Every coach would rebel if he could only recruit physical education majors. Every business man would protest if he could only hire an individual with an M.B.A. degree. Where we demand performance, we see standards as ceilings which keep us from reaching the heights to which we aspire. Where we don't demand performance, we often see standards as floors that protect us from the depths of failure that we fear.

If we are to dramatically improve the quality of education, we will first commit ourselves to a passionate search for talent - wherever it can be found. Another comparably large public institution in the U.S. is the military service. All the services are actively and aggressively involved in recruitment. All of them provide several routes to selection. Officers are drawn from the ultimate traditional institutions of West Point, the U.S. Air Force Academy, and Annapolis, but they are also recruited from the ranks, from the reserves, and by direct appointment.

We just can't get where we want to go without introduction of aggressive recruitment strategies to bring the best talent to teaching and management positions in public education - and we must remove the arbitrary barriers that prevent such talent from being used.

The second key to success is a fundamental improvement in the education and training we provide to those we recruit. Raw talent alone won't get us there. We need to take the best talent we can find and provide them with the best training and education we can offer. Our recommendations recognize that our current system of educational preparation and professional development for teachers must be improved. Our traditional preservice college programs too often miss the mark. Frankly, one of the reasons for this is the antiquated and artificial set of standards that have been required of such programs. Our current system has so many mandates for undergraduate education programs that there is little, if any, room for imagination, creativity, or experimentation by those within preservice college programs. These requirements have so restricted undergraduate programs as to undermine the very nature of a college education.

While we recommend several preservice undergraduate program strategies, we do not suggest these recommendations as rigid requirements. We challenge the universities to infuse their program design efforts with energy and imagination. We suggest a system where highly innovative, as well as traditional programs, can be certified - and, in fact, our competency-based assessment system will allow graduates of non-traditional and

non-certified programs to enter the teaching profession, provided they demonstrate their competency to do so.

We recognize the need for intensive in-service preparation for teachers during their first three years of service - a virtual residency in teaching. During this period, we suggest intensive interactive learning with mentors as well as exposure to intensive professional development institutes tailored to the needs of individual teachers. We stress the need for ongoing training of teachers in their subject matter specialties, as well as in teaching skills. This three-year effort is to be focused on turning a talented novice into a skilled professional. In our recruitment efforts we should try to find those who have a sound educational base in their subject and in arts and sciences, who love learning, have a passion for their subject, care deeply for children, and have a real sense of mission. In this residency phase, we will seek to enhance and refine teachers' command of subject matter, skills for dealing effectively with diverse students, and collaborating effectively with fellow professionals and parents.

We also recognize that lifelong learning is a key to effective teaching, and we recommend significantly strengthening the continuing education of teachers.

The recruitment, education, and on-going preparation of teachers is the centerpiece of educational reform. This is our mission: to seek and find the best talent possible, to make sure that our system is flexible and dynamic so such talent will not be rejected, ignored, or abused, and to take those individuals and provide them with first class education, training and support. That is when our state will become a world class competitor.

Another central piece to educational reform is the recruitment and educational preparation of administrators - the managers of the educational enterprise. Our current educational institutions are largely copies of old pyramid-style industrial organizations. The school organization, the school day, the school hour, and the school classroom mimic an early 20th century mass production model. Even the values implicit in our report cards mimic the assembly line. Team work and collaboration are minimized and "on time" and "follows instructions" are major values - critical values for Henry Ford's production line - but far off the mark of the modern automotive manufacturer. Today's competitive leaders have flatter organizations with far less bureaucracy and hierarchy and thrive with workers who demonstrate abilities for innovation, collaboration, and teamwork. These changes and the revolutionary technological transformation of information in our society call for innovative new designs in the delivery of learning to our children.

The managers who are responsible for the structure and design of learning in the school environment can hardly be expected to deliver what we demand if their experience and skills are limited to early mass production, pyramid-style models. Once again, we must do two things: we must find and recruit the talent wherever it is, and we must provide reinvigorated educational preparation and continuous training that empower managers to be the confident sponsors of positive change. We can't even talk about education and training of administrators if we don't know what we want schools to be and look like. "Site-based management" and "self managed teams" are nothing but illusions if all the superintendents, and all the administrators, and all the principals come from the

old school. We recognize that most managers will still probably come through the traditional route and we thus recommend significant and dramatic changes in the professional preparation of administrators - and we recommend a different model of identifying and recruiting management talent for that traditional track to management. We also recognize that school boards, as education policy makers, should be allowed to select non-traditional managers for specific management tasks based upon their particular strategies and needs.

One of the reasons change is coming too slowly to schools is our lock-step method of recruiting, training, and hiring administrators. Policy makers need to have the ability to implement innovative and imaginative strategies. Often this will require talent from non-traditional backgrounds. The need for a restructured and redesigned system to prepare managers and the need to hire managers who do not go through that track may seem like a contradiction. In fact, it is not. It is no different from the business which hires a large number of M.B.A.s while calling for radical improvement in M.B.A. programs and while hiring some non-traditional non-M.B.A.s for some management positions.

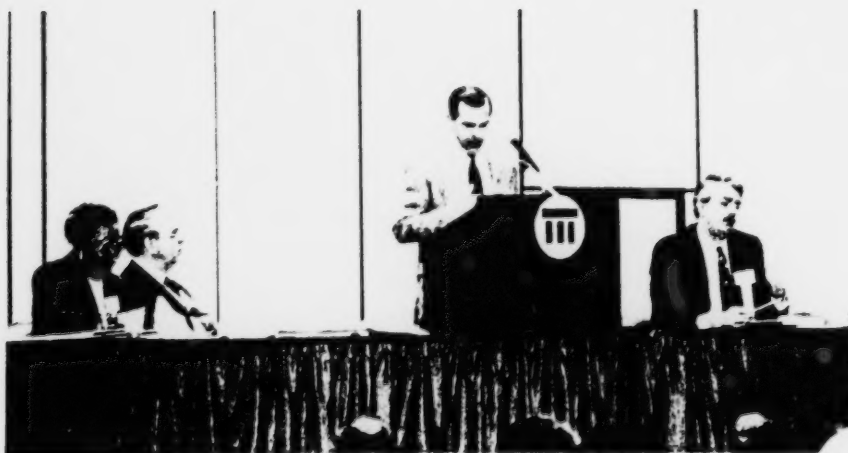
We must recognize that Oklahoma will be out of the game and caught in the backwash of history if we fail to pay attention to the need for dramatic improvement in the quality of education of our children. We must recognize that our hold on the democratic values we so cherish depends on transmitting those values to the next generation. Improvement will not occur and reform will not happen without inspired, competent, and talented leadership at the top and without inspired, competent, and talented leadership in the classroom.

"This is our mission: to seek and find the best talent possible and to take those individuals and provide them with first class education, training and support."



Subcommittee meeting in
Tulsa (above).

Governor David Walters
with Commission members,
Commission staff,
and educators (right).



Ruby Nichols, Ken King,
George Hatfield
(podium) and David
Ligon address the State
School Board
Association (left).

EXECUTIVE SUMMARY

Findings:

1. More must be done to recruit quality candidates and enhance their competencies and skills before they enter the teaching profession or move to the administrative level.
2. More must be done to ensure a consistent high-level of quality professional development opportunities for all educators (teachers and administrators) if they are to meet the needs of today's students.
3. More mentoring of beginning teachers is needed to assist such teachers in becoming proficient teachers.
4. More emphasis should be placed on enhancing subject matter and a strong background in liberal arts at the preservice level and subject matter at the in-service level.
5. Encouragement of innovation and collaboration among college and university teacher preparation faculty and school district personnel is essential to meet the needs of students and enhance their academic performance.
6. More emphasis on the relationship between school and work and to strengthen that connection and meet the needs of all students.
7. Responsibility for and choices regarding educator professional development should be at the local site level with the state financially supporting or encouraging a wide variety of high quality opportunities which are based on relevant educational research to meet the needs of the state's education work force.
8. State personnel related to expanding professional development opportunities should be kept at a minimum. Providers of such state supported opportunities should be required to compete for the right to offer essential professional development to the local school districts.
9. The State of Oklahoma should:
 - Establish high standards for all educators;
 - Grant flexibility to the individuals, institutions, and organizations within the profession in meeting those standards; and
 - Provide rigorous evaluation to ensure that the standards set are being met.

10. The present state assessment system should be modified to ensure that educators possess the competencies and skills necessary to be successful in the school setting.
11. The present licensure and certification system should be significantly modified to conform to the new proposed assessment system and the competencies outlined in this report by the Commission.
12. Funding for educator preparation and professional development has not recently been a high priority at the state level. More resources must be devoted to such efforts if educators are to have the competencies necessary to improve student performance.

Recruitment, Retention, and Re-entry Recommendations:

The Oklahoma Commission for Teacher Preparation recommends that:

1. Universities within their institution plans and school districts within their site improvement plans, develop recruitment policies for attracting the most capable students or teachers.
2. School districts within their site improvement plans outline their retention efforts to keep the most qualified teachers in the district.
3. Universities and school districts periodically review their respective plans and amend them to ensure their policies have the desired effect.
4. The State of Oklahoma develop and fund professional development institutes for teachers desiring re-entry to the profession and renewal of recertification which will enable them to better meet the needs of today's students should they return to the classroom.
5. The Oklahoma State Regents for Higher Education utilize relevant supply/demand for teachers data to determine the unique needs of professional school personnel in Oklahoma schools. Incentives shall be offered to institutions of higher education to develop and sustain teacher preparation programs to meet such needs.
6. Universities within their institution plans develop, implement and evaluate strategies for attracting candidates to the teacher profession from under-represented populations consonant with the needs of a multicultural society.
7. School districts within their site improvement plans develop, implement, and evaluate strategies for recruiting and retaining teachers from under-represented populations consonant with the needs of a multicultural society.

8. School districts consider incentives which might encourage appropriate paraprofessionals, teaching assistants, and volunteers to enter preservice preparation programs.
9. The State Department of Education consider expanding its teacher recruitment program to fill the gap (9-11 grades) which now exists between the Pro-Team and Teacher Cadet programs under the authority of the Minority Teacher Recruitment Center.
10. State Department of Education through the Minority Teacher Recruitment Center establish a partnership with the Oklahoma Higher Learning Access Program to promote teaching as a profession (Note: The OHLAP program provides full college scholarships for lower income high school students who have demonstrated high academic performance).
11. The State of Oklahoma consider adopting legislation, rules, and/or policies which encourage the seamless movement of teachers and administrators to different age/grade levels based on teachers' abilities to demonstrate competency in an area, as a means of retaining quality persons in the profession.

Preservice Teacher Preparation Recommendations:

The Oklahoma Commission for Teacher Preparation recommends that:

1. State colleges, and universities seeking state accreditation of their teacher preparation programs be required to prepare institution teacher preparation plans based on the general guidelines outlined in this report .
2. State colleges and universities seeking state accreditation of their teacher preparation programs ensure that the preservice competencies outlined in this report be taught within the preservice curriculum.
3. A team made up of nationally respected education professionals periodically review each institution's teacher preparation program to determine whether such institutions are in compliance with the general guidelines outlined in this report, whether those programs reflect the preservice competencies contained herein, what changes might be made to enhance an institution's program, and what revisions to either the general guidelines or preservice competencies in this report should be reviewed by the appropriate state entities.
4. Any state assessment of teacher candidates reflect in-depth subject matter competency and the knowledge and skill requirements outlined in the preservice competencies portion of this document.
5. The External Program Review Team recommendations to the Oklahoma State Regents for Higher Education continue to be implemented.

In-Service Teacher Professional Development Recommendations:

The Oklahoma Commission for Teacher Preparation recommends that:

1. The State Legislature provide funding for state Professional Development Institutes to prepare entry-level teachers; teachers, administrators, and higher education representatives to serve as mentors; teachers desiring to re-enter the profession; teachers seeking middle-level endorsement; and teachers desiring parental/community involvement training.
2. The State Legislature consider increasing the number of professional development days annually in the 1996-97 school year from five days up to 20 days by the year 2000. The corresponding pay for teachers and administrators would also be proportionally increased. The total number of professional development points required of teachers and administrators to renew certification would likewise be correspondingly increased to reflect the increased number of professional development days.
3. The entry-year program be renamed the residency program and expanded from the present one-year to three years. Further, that all the participants on the mentor team (teacher, administrator, and higher education representative) receive mentor training.
4. All residency teachers attend three professional development institutes during that three-year period to further their professional growth.
5. Most professional development opportunities for teachers and administrators be offered as continuing education units and/or college course work, rather than the present staff development points, whenever possible.
6. The total number of professional development points needed for recertification in a five-year period be increased from 75 clock hours to 90 clock hours, to be phased in consistent with appropriate funding.
7. School districts be required to develop an in-service professional development plan for their districts and that such a plan have public input and be available for public inspection.
8. School districts be required to establish policies for entry-level teachers based on the in-service professional development portion of this report.
9. School districts use the in-service competencies within this report as the starting point for developing their in-service professional development plan and programs.

Administrator Preparation Recommendations:

The Oklahoma Commission for Teacher Preparation recommends that:

1. Administrator preparation be limited to those who have demonstrated an ability to complete rigorous graduate work; possess leadership qualities within the school setting; and have the ability to work collaboratively with other professionals.
2. Administrator preparation include clinical experiences which occur at local school districts sites.
3. State colleges and universities seeking state accreditation of their administrator preparation programs ensure that the administrator competencies outlined in this report be taught within the administrative curriculum.
4. Any state assessment of administrator candidates reflect knowledge and skill requirements outlined in the administrator preparation competencies portion of this document.
5. The districts recruit and employ administrators with different work experiences and provide reinvigorated preparation programs and professional development opportunities that empower administrators to be effective leaders within the ever-changing educational environment.
6. An Administrator Competency Review Panel appointed by the Commission and comprised of relevant stakeholders be established for reviewing and acting upon recommendations for certification by petition from administrative candidates who have not demonstrated competency through the state approved methods of assessment offered by Oklahoma teacher preparation programs.
7. New administrators receive support and guidance for a one-year residency period from a mentor team composed of two administrators at a comparable level and one classroom teacher.

Licensure and Certification Recommendations:

The Oklahoma Commission for Teacher Preparation recommends that:

1. Certification requirements for all teachers and administrators, whether they enter the field through a traditional program or an alternative route, should be consistent with the competencies outlined within the Commission's report.
2. A five-tier certification system (PK-3, 1-8, 5-8, 7-12, and K-12) should be created.
3. Licensure and certification should be consistent with assessment in each content area.

4. The entire certification system be evaluated and streamlined in order to eliminate irrelevant categories. Attention should also be given to provisional certification levels and endorsements.
5. Creating a general special education certificate with endorsements in the following areas: Mild-Moderate Disabled (K-12); Severe-Profound Multiple Disabled (K-12); Blind/Visually Impaired (B-12); Deaf/Hearing Impaired (B-12); and Early Childhood (B-3).

Trailblazer Schools and Model Learning Program Recommendations:

The Oklahoma Commission for Teacher Preparation recommends that:

1. A Trailblazer School program be created to encourage schools seeking excellence adopt a comprehensive site improvement plan fostering student achievement.
2. A model learning program be created to assess whether quality learning programs designed and implemented at the site enhance student learning.
3. Trailblazer Schools and model learning programs be funded by the State Legislature.

Assessment Recommendations:

The Oklahoma Commission for Teacher Preparation recommends that:

1. Teacher candidates take a teacher assessment test which includes general education, subject matter, and pedagogical components prior to entering the classroom (Note: The general education, subject matter, and pedagogy and performance components of the assessment may be taken prior to graduation at the baccalaureate level).
2. Teachers during their three year residency receive evaluation the first year by a mentor team composed of a teacher, administrator, and higher education representative, with guidance and assistance during the subsequent two years being provided by mentor teacher and administrator.
3. A Teacher Competency Review Panel appointed by the Commission and comprised of relevant stakeholders be established for reviewing and acting upon recommendations for certification by petition from teacher candidates who have not demonstrated competency through the state approved methods of assessment offered by Oklahoma teacher preparation programs.

4. The State Legislature provide funding for teachers interested in pursuing assessment and subsequent certification from the National Board for Professional Teaching Standards and appropriate compensation for such certification.

Career Education Recommendations:

The Oklahoma Commission for Teacher Preparation recommends that:

1. Career education programs involve employers and resource people in the instructional phase of teaching at all levels of education.
2. Job related experiences relevant to the teacher candidates' teaching field be incorporated in the candidates' undergraduate studies.
3. Teachers should have the opportunity to experience business/industry situations through summer institutes, work study programs, or with mentors.
4. Career education offer to learners an alternative methodology by utilizing technology to promote learning.
5. Increased communication between and among government agencies and relevant school groups be promoted.
6. Greater collaboration occur among common schools, vocational-technical schools, two and four year colleges, and other job training programs.

"Compulsory education is one of the few requirements asked of all citizens. As such, it is our moral obligation to provide the best possible learning experience for all children. That experience begins with children having excellent teachers."

Senator Penny Williams

"The teacher is the curriculum."

Representative Don McCorkell



Introduction to the Commission Report

by Senator Penny Williams

Education reform continues to be a process to which all Oklahomans are committed. The next major reform of the state's educational system is to improve the preparation and professional development of all educators.

For nearly two years, the thirty-three member Oklahoma Commission for Teacher Preparation has been examining ways to improve the professional development of teachers and administrators. Discussion of ways to improve the state's professional development commitment should not be viewed as criticism of teachers or administrators. Indeed, today's educator by all accounts is better prepared and far more assessed than the previous generations of educators. Given this, it is also true that substantially more is now required of students to successfully compete and cooperate in an ever-changing world. This, in turn, requires higher standards and increased expectations of the state educational work force.

"Meaningful professional development of teachers and administrators is by far the most practical, cost effective way to improve education."

Meaningful professional development of teachers and administrators is by far the most practical, cost effective way to improve education.

Moreover, it is an approach that other states have taken or are considering to improve their own educational systems. According to the National Association of State Directors of Teacher Education and Certification, currently over forty states, including Oklahoma, have some form of continuing education requirement for teachers.

Oklahoma, in fact, was one of the first states to recognize the importance of the professional development of teachers with the passage of House Bill 1706, reform legislation in 1980. Unfortunately, the state has neglected to build upon its early work in this area. And while it is accurate to say that education is better in Oklahoma than before the legislation was enacted, far more could and should be done. In truth, if the professional development of teachers and administrators is to take the quantum leap envisioned by the Commission, then fundamental and systematic reforms must take place in the way in which the state now prepares educators and calls for their professional development.

What are those reforms? Here are a few of the key reforms that the Commission is recommending:

- Establishing policies and incentives which encourage colleges and local school districts to attract and retain the most capable to the profession.

- Focusing on teacher/administrator outputs (competencies or proficiencies) rather than inputs (class hours, staff development points). Can teachers or administrators take what they have learned and apply it effectively in the school setting?
- Injecting competition into the professional development process. As envisioned by the Commission, the state would utilize a portion of its funds to determine what professional development is appropriate at the state level, as well as the criteria to be used for judging that development. It would then fund such efforts after an outside peer-review team had made its recommendations regarding the merits of the submitted proposals. Any entity, group, or business (colleges, universities, school districts, professional development centers, etc.) would be eligible to submit proposals for funding review.
- Strengthening subject matter knowledge and requiring periodic updates. Presently, a teacher can graduate from college and never again receive additional education in the subject matter that they teach on a daily basis. Given the rapid changes in the global economy, teachers must receive rigorous subject matter preparation and keep current in their fields, in order to help their students meet ever increasing job-related demands.
- Establishing a three-year residency program for beginning teachers which will provide support and relevant training to enable them to become excellent teachers.
- Creating a professional development system that prepares teachers and administrators to effectively utilize the talents and assets of parents and the community at large, thus making parents and the community active and valued partners in schools.
- Tailoring an individual teacher's or administrator's professional development approach to meet their particular needs, thus helping them turn weaknesses into strengths. Presently, too much of the state's professional development is "one size fits all", in which all English teachers, math teachers, physical education teachers, librarians, counselors, and administrators receive the same preparation. This fails to recognize the differences in their school roles, past experiences - or more importantly - current, individual needs.
- Finding out what works at various types of school sites by funding specific site improvement plans and/or model learning programs focusing on increasing student achievement. School sites participating in these programs would have strong accountability procedures and must be willing to act as technical assistance resources to other schools and/or school districts.
- Requiring higher education institutions to rethink how they prepare educators through the development of institution plans which are periodically reviewed by respected national educators.

- Revising the state licensure/certification and new assessment systems to reflect an educator's proficiencies in both academics and teaching skills whether the candidate comes through traditional educator preparation or another route.
- Promoting greater collaboration among the state's educational entities (K-12, vocational-technical schools, community colleges, and four-year colleges and universities) to develop a system which aligns with what business and industry in Oklahoma, as well as the national SCANS Report published by the U.S. Department of Labor, tells us "what students need to know and be able to do."
- Changing the preparation and professional development system to meet the challenges posed by Oklahoma's increasingly diverse population. According to 1993 Oklahoma figures, 28.43 percent of all students were ethnic minorities, compared to only 7% of its classroom teachers. It is, therefore, imperative that the state design a comprehensive multicultural strategy that actively recruits and retains minority teachers, and also prepares the existing teaching work force to confront the responsibilities called for by a diverse society.

"The State of Oklahoma can only have a public educational system as good as the teachers and administrators it places in the schools."

Clearly, to have the preparation and professional development system envisioned above will require adequate funding. In FY 93, approximately \$7,132,636 million in local, state, and federal funds was allocated for professional development of certified personnel (teachers, administrators, librarians, etc.) only \$1,040,407 of the above mentioned total is state dollars. Using the average daily attendance of all public school-age children, this means \$1.87 per pupil was allocated in state funds for such purposes. Stated another way, out of the over FY-93 \$2.157 billion state common education budget (the total of state and local school funding) only three-tenths of one percent was allocated for the professional development of Oklahoma's teachers and administrators.

By comparison according to the Southern Regional Education Board, Kentucky appropriated \$10 million for FY-94 or \$16 per pupil in state aid for the professional development of its educators. For FY-94, Florida appropriated approximately \$24 million, or over \$12 per pupil, not including an additional \$4.50 per pupil earmarked for professional development from lottery funds.

The State of Oklahoma can only have a public educational system as good as the teachers and administrators it places in the schools. Therefore, the Commission believes the state must establish and support a first-class professional development system that prepares teachers and administrators, beginning in college and throughout their careers, to meet the demands of a global economy.

How the state prepares and professionally develops educators is crucial to improving student achievement. As such, it is imperative that the state of Oklahoma make an unswerving commitment to upgrading its investment in Oklahoma's education work force.

Differences Between Existing Teacher Preparation/Staff Development System and New Proposed Teacher Preparation/Professional Development System

OLD OKLAHOMA		NEW OKLAHOMA	
Recruitment, Retention, and Re-entry			
Formal recruitment/retention policies between universities and districts vary greatly - if they exist.		Universities and districts would be required to develop recruitment/retention policies within either their respective institution or district plans.	
Former teachers required to take nine (9) hours of college credits or obtain seventy five (75) hours of staff development from a school district.		Former teachers could attend 30 to 40 hours of a professional development institute specifically designed to meet their needs for re-entry.	
Preservice			
Input Driven (What is taught) College and university institution teacher preparation plans in the format projected by the commission do not exist today. Emphasis on subject matter and pedagogical skills Four certification levels (P-3, 1-8, Secondary 7-12, K-12) Assessment of subject matter Completion of required inputs/passage of subject matter assessment		Competency Driven (What is learned) Colleges and universities would prepare teacher preparation plans which would be periodically reviewed by nationally renowned educational peers. Emphasis on subject matter, pedagogical skills, and general education Five certification levels (PK-3, 1-8, 5-8, 7-12, K-12) Assessment of general education, subject matter and pedagogy Successful completion of multi-phase assessment demonstrating competency	
Entry Level		Residency	
New teachers receive one year of guidance, assistance, and evaluation from entry assistance committee. New teachers generally receive the worst assignments. New teacher evaluation by entry level assistance committee inconsistent (No training required to serve on a committee) New teacher staff development same for experienced teachers Professional growth of new teachers generally unplanned and/or inconsistent		New teachers would receive one year of guidance and two years of evaluation from a mentor team. New teachers will be given special assistance. New teacher evaluation would be consistent (Mentor training required) New teacher professional development different from other teachers to meet their special needs Professional growth of new teachers planned (Note: A professional development plan required)	

Differences Between Existing Teacher Preparation/Staff Development System and New Proposed Teacher Preparation/Professional Development System (Cont.)

OLD OKLAHOMA	NEW OKLAHOMA
Continuous Education	
Staff development general in nature (One size fits all !)	Professional development specialized to meet needs of certain types of teachers or individual teachers' specific needs
Professional growth of experienced teachers generally unplanned and/or uneven	Professional growth of experienced teachers tailored to meet specific needs (Note: Professional development plan required of all teachers)
Staff development quality varies greatly among districts.	Professional development quality more consistent because of the establishment of professional development institutes (PDI) which will be peer-reviewed. Teachers would be required to attend once during five-year re-certification period.
Subject matter update left up to the individual teacher	Subject matter emphasized throughout professional development
Limited time for collaboration with colleagues during staff development	Greater interaction with colleagues in collaborative efforts during professional development (It has been recommended that collaborative time be an integral part of the PDIs.)
Administrator	
Self-selected	Self/university selected (Criteria, screening, & selection process outlined)
Little, if any, administrator training directly in school environment	Administrator clinical experiences within the school settings required.
New administrator receives little formal support or guidance	New administrator would receive one year of support and guidance from a mentor team.
New administrators take a state administrator assessment test	New administrators would take a revised state administrator assessment test based on the competencies developed by the Commission.
Trailblazer Schools / Model Learning Program	
Don't exist today	Bottom-up innovative school/program approach to increase student performance
Career Education	
Teachers receive little or no preservice preparation or inservice staff development related to the needs of employers in the work place.	Teachers would receive preservice preparation regarding the needs of employers and districts would be encouraged to provide such professional development at the inservice level.

"If districts, for whatever reason, fail to hire the most capable candidates, even the best efforts of teacher training institutions will be for naught."

*Dr. Mary Cihak Jensen,
How To Recruit, Select, Induct, and
Retain the Very Best Teachers,
Clearinghouse for Educational Management, 1987*



RECRUITMENT, RETENTION, AND RE-ENTRY

The Oklahoma Commission for Teacher Preparation believes that attracting the best and brightest possible candidates, retaining such candidates, and developing policies to encourage effective former teachers to re-enter the profession are central to efforts to make systematic changes in the state's common education system. Policies in regard to recruitment, retention, and re-entry cannot be an afterthought. The State of Oklahoma must grapple with these policies which affect every aspect of teacher preparation and professional development by asking:

1. What kind of people do we want in the classrooms with the students?
2. What kinds of competencies should such persons possess?
3. What kinds of policies are needed to encourage persons of great quality who may not have gone through a traditional teacher preparation program to enter the profession?
4. What incentives, both monetary and non-monetary, can the state offer to ensure the best candidates enter and the best teachers remain within the profession?
5. What policies need to be established to encourage quality educators to re-enter the profession?
6. What incentives are required for institutions of higher education to develop new mechanisms for meeting the unique and special needs of Oklahoma school districts?

"If we, as a state, believe that better teachers are a prerequisite for higher performing students, then recruitment at both the teacher preparation level and at the school district level has to be a priority."

This report attempts to address in detail most of these questions. The focus of the remainder of this section will be on the issues of recruitment, retention, and re-entry and what recommendations the state might take to positively impact these issues.

If we, as a state, believe that better teachers are a prerequisite for higher performing students, then recruitment at both the teacher preparation level and at the school district level has to be a priority. Recruitment may take many forms, from creating programs that promote greater awareness regarding the benefits of a career in education, to establishing incentives for entering the profession or working within a given district. While there clearly is no magic formula which will, in all cases, draw the types of persons either into the profession or to a given district, universities and districts need to establish active recruitment policies which will enable them to attract the best candidates.

Equally important, districts need to establish retention policies which encourage great teachers to remain within the profession and their districts. Such policies may take the form of monetary and/or non-monetary incentives like salaries, benefits, expanded opportunities for advancement or recognition, professional development opportunities, access to the latest technology and research, sabbaticals and teacher exchange opportunities, support staff to help with paper work requirements, additional preparation time, and time and opportunity to work with colleagues to improve student learning. In addition, the state needs to develop a streamlined re-entry process for teachers who may have left the profession which helps them regain and strengthen competencies needed to be successful in today's classroom.

Using this frame of reference, the Commission recommends that:

- Universities within their institution plans and school districts within their site improvement plans develop recruitment policies for attracting the most promising prospective teachers or practicing teachers.
- School districts within their site improvement plans outline their retention efforts to keep the most qualified teachers in the district.
- Universities and school districts periodically review their respective plans and mend them to insure their policies have the desired effect.
- The State of Oklahoma develop and fund a professional development institute for teachers desiring re-entry into the profession and renewal of certification to enable them to better meet the needs of today's students should they return to the classroom.
- The State Regents utilize current supply, demand, and demographic data to determine the unique education personnel needs of state school districts. Incentives shall be offered to institutions of higher education to develop and sustain teacher preparation programs to meet such needs.
- Universities within their institution plans develop, implement and evaluate strategies for attracting candidates to the teacher profession from under-represented populations consonant within the needs of a multicultural society.
- School districts within their site improvement plans develop, implement, and evaluate strategies for recruiting and retaining teachers from under-represented populations consonant with the needs of a multicultural society.
- School districts consider special incentives which might encourage interested paraprofessionals, teacher assistants, and school volunteers to enter preservice preparation programs.

- The State Department of Education consider expanding its teacher recruitment program to fill the gap (9-11 grades) which now exists between the Pro-Team and Teacher Cadet programs under the authority of the Minority Teacher Recruitment Center.
- The State Department of Education through the Minority Teacher Recruitment Center establish a partnership with the Oklahoma Higher Learning Access Program to promote teaching as a profession. (Note: The OHLAP program provides full college scholarships for lower income high school students who have demonstrated high academic performance.)
- The State of Oklahoma adopt approaches through legislation, rules, and/or policies which encourage the seamless movement of teachers across disciplines to different age/grade levels based on their ability to demonstrate competency, in order to reduce teacher burn-out or attrition.

If the state truly wants to attract and retain the best candidates and/or teachers to the profession, then greater emphasis must be placed on such efforts.

"The 'deep knowledge' teachers most need is the ability to answer the 'why' and 'what for' questions that their students ask, in addition to knowing the basics of the field of study."

Harriet Tyson

Who Will Teach the Children?

Jossey Bass, 1994



FUNDAMENTAL PRINCIPLES FOR DEVELOPING PRESERVICE TEACHER PREPARATION RECOMMENDATIONS

1. Preservice Teacher Preparation Programs shall emphasize excellence in general education, subject matter and pedagogical competencies;
2. Preservice Teacher Preparation Programs shall ensure teacher candidate competency, but allow flexibility in designing appropriate curriculum at the college or university level;
3. Preservice Teacher Preparation Programs shall ensure teacher candidate competency in multiculturalism and encourage and promote it by recruiting and retaining minority teacher candidates and faculty within the colleges and universities;
4. Preservice Teacher Preparation Programs shall ensure the teacher candidate's ability to work with parents and community leaders in collaborative efforts;
5. Preservice Teacher Preparation Programs shall place teacher candidates in a variety of appropriate school settings;
6. Preservice Teacher Preparation Programs shall ensure that teacher candidates work with excellent professional educators;
7. Preservice Teacher Preparation Programs shall include a high degree of interaction and communication between the colleges/universities and local districts about appropriate roles for teacher candidates in classrooms and appropriate school settings;
8. Preservice Teacher Preparation Programs shall reflect those competencies developed by the Commission, in collaboration with the State Department of Education, the State Regents for Higher Education, the Oklahoma Department of Vocational-Technical Education, the community, and other interested parties;
9. Preservice Teacher Preparation Programs shall recognize the learning needs of children at different ages and developmental levels and prepare teacher candidates to meet those specific needs;
10. Preservice Teacher Preparation Programs shall require that more substantial collaboration and classroom interaction with students accompany theoretical curriculum, thus allowing teacher candidates the opportunity to apply theory to real classroom situations; and
11. Preservice Teacher Preparation Programs shall involve practitioners in the pre-service preparation of teacher candidates.

PRESERVICE TEACHER PREPARATION: OVERVIEW

Introduction

The Oklahoma Commission for Teacher Preparation has the responsibility for developing competencies for teacher candidates at the preservice level. This portion of the report centers on the general guidelines for teacher preparation programs and the appropriate competencies to be taught at the higher education level.

The Commission believes in order for teacher candidates/teachers to be effective, they must like and respect children, love learning and their subject matter, have strong organizational skills, be flexible, and possess a certain knowledge base (general education, subject matter, pedagogy). Primary responsibility for assisting individuals in developing that knowledge base falls to the state's higher education faculties. The following explains the importance of each part of that knowledge base in the development of effective entry-level teachers.

"The Commission believes in order for teacher candidates/teachers to be effective, they must like and respect children, love learning and their subject matter, have strong organizational skills, be flexible, and possess a certain knowledge base (general education, subject matter, pedagogy)."

General Education

General education is based on the belief that neither liberal learning nor scientific knowledge should be confined to a cultural or technical elite. General education programs are appropriate to our college and university students because in a democracy all are asked to participate in political decisions. Equally important, general education courses provide students an introduction to the arts that makes possible a greater appreciation of history, culture, and artistic performance.

Moreover, general education has become an economic necessity. As our economy is increasingly global, Americans need to be able to communicate with people who do not speak English. They need a better sense of the world and their place in it. As the economy changes more rapidly in response to global economic currents, citizens need to have the skills that can be transferred from job to job and especially the ability to learn and grow in new jobs. And as the economy becomes more dependent on the production and dissemination of information to all levels of an enterprise, every person needs to be able to think and communicate clearly.

Only teachers, who themselves, have received the benefits of such a general education can hope to educate students in the skills and values that will in turn allow students to become well-educated citizens. Teachers with a rigorous general education will be able to impart to students the value of a life of continuous learning, productive activity, mutual understanding and service to the public good.

Subject Matter Knowledge

Rigorous subject matter preparation is essential if teacher candidates are to become effective teachers. Teacher candidates and teachers must possess the necessary in-depth subject matter knowledge to convey the importance, context, and relevancy of their own subject area to our society. While subject matter knowledge alone cannot ensure that an individual will achieve his/her highest potential as an effective teacher, the lack of such knowledge will certainly preclude an individual from ever attaining that level.

The Commission views subject matter competency by teachers as not merely knowing the rote learning: what, when, and where some relevant event, theory, or phenomenon occurs/occurred within their teaching field - but more importantly - why that event, theory, or phenomenon is significant in the world today. This ability to think critically about subject matter is important if the state's teacher work force is to communicate its own passion for learning.

Pedagogy Knowledge

The third essential component of any teacher preparation program is, of course, pedagogical knowledge and/or skills. For unless teachers can: (1) develop appropriate curriculum and assessment procedures based on child and adolescent developmental levels; (2) effectively communicate with diverse students in a variety of ways; and (3) be reflective and analytical in assessing their own teaching performance - such teachers will not be truly successful, regardless of their general and subject matter knowledge. Equally important, teachers must understand the problems and pressures which may inhibit learning that students bring to their classroom.

Development of Institution Teacher Preparation Plans Based on General Guidelines

Beyond ensuring that teachers have the necessary core knowledge base, it is the Commission's view that the state's preservice teacher preparation programs must make other important fundamental changes.

The Commission recognizes that teacher preparation programs are subjected to numerous forms of reporting and accountability that are requested by state, regional, and national agencies. It is clearly not the intent of the Commission to require unnecessary layers of reporting. Rather, it is recommended that the reporting/accountability systems currently in place should be reevaluated and streamlined to assure collaboration and coordination among and between the regulatory agencies. If this intent can be achieved,

teacher preparation programs should be able to develop a comprehensive program/institutional plan that will be sufficient for multiple utilization throughout the system.

Teacher preparation programs should not be looked upon as shouldering the entire responsibility for preparing our state's teachers. Indeed, they directly share that responsibility with other higher education faculty, school districts, and their future colleagues. As such, each share an obligation to communicate and collaborate concerning ways to enhance teacher candidates' preservice preparation.

One way the Commission believes this dialogue will occur is by requiring individual higher education institutions who seek state accreditation for their teacher preparation programs to submit an institution plan which follows the general guidelines for preservice teacher preparation programs outlined within this document. Moreover, these guidelines by necessity will require institutions to communicate and collaborate meaningfully with other education stakeholders (teacher preparation faculty, arts and science faculty, teacher candidates, teachers, administrators, business and community leaders, parents). In an effort to further encourage that dialogue, the Commission recommends all institutions with teacher preparation programs establish meaningful partnerships with area school districts which outline the responsibilities of each partner. Towards that goal, the Commission recommends institutions, at a minimum, hold annual public forums with other education stakeholders concerning their role in preparing and developing teachers to meet the demands of the 21st century classroom. Additionally, all institutions' teacher preparation plans shall be accessible to the stakeholders.

The responsibility to determine subject matter, courses, and hours remains with the Oklahoma State Regents for Higher Education (OSRHE) and the institutions. The institutions and faculty shall retain broad flexibility to tailor their individual teacher preparation programs, provided they meet or exceed the general guidelines for accreditation of teacher preparation programs. Additionally, the State Regents are encouraged to establish minimum standards which will ensure an acceptable level of quality for each teacher preparation program.

The Commission's charge is to establish a new competency-based teacher preparation and professional development system, irrespective of an institution's specific semester hours or course requirements. Indeed, it is the Commission's desire that college and university faculty from all teacher preparation programs and arts and sciences work together with other stakeholders to construct their own innovative institution plans that produce teacher candidates who have the necessary general education background, subject matter breadth and depth, and pedagogy knowledge and skills to become excellent teachers. With this goal in mind, the Commission recommends that the OSRHE encourage a thorough analysis of each college's existing teacher preparation programs and ensure that institutions develop unique and innovative instructional plans with programs that will better meet the needs of their students and the state's school districts. The Commission further recommends that the OSRHE facilitate the development of institution plans to assist colleges and universities.

Preservice Competencies

The preservice competency portion of the document is especially important for several reasons. First, it outlines in detail the kind of competencies expected of teacher candidates prepared by the higher education institutions. Second, it establishes the benchmarks which are to be used in designing a new competency-based assessment system.

Conclusion

In order for the changes envisioned by the Commission at the preservice level to be realized, several events must occur. Faculty in the higher education system must believe and accept that the recommendations are worth pursuing. Second, the colleges and universities must be given the flexibility to design appropriate curricula at their level, understanding that the competence of teacher candidates shall be demonstrated through an assessment process that results in certification. Third, if the colleges and universities are to be successful in pursuing the recommendations, appropriate funding levels must be assured.

We strongly recommend that the State Regents establish incentives for special innovations and initiatives that extend beyond the development of the institutions' teacher preparation plans. These incentives should include modifying the present reward system for promotion, tenure, and salary to support the faculty working with school personnel. Further, the State Regents shall establish procedures to ensure that higher education faculty work collaboratively with public school administrators, classroom teachers, teacher candidates and student teachers in school settings. College faculty must be given the appropriate time and the environment in which to properly prepare teachers for successful teaching. The primary mission of the teacher preparation faculty should be the preparation of teachers, which includes instruction, research, and service.

Teacher preparation is clearly most teacher candidates' first step to entering the profession of teaching. As such, college faculty are undoubtedly a key component in the Commission's effort to assist in a meaningful way to redesign the preparation and professional development of teachers and administrators. If meaningful change is to occur in this regard, the role of the state's teacher preparation programs must be acknowledged, modified, and adequately supported.

GENERAL GUIDELINES FOR PRESERVICE TEACHER PREPARATION PROGRAMS

Subject Matter Guideline

- 1. Preservice teacher preparation programs shall require that teacher candidates receive a challenging curriculum which emphasizes acquiring a broad general education background and in-depth subject matter preparation.**

If teacher candidates are to be role models to their own students and instill the need for and benefits of lifelong learning, they must have a significantly broad general education background to convey this knowledge to students and communicate the excitement and interrelation of the various arts and sciences disciplines. Teacher candidates must also possess the necessary in-depth subject matter knowledge to convey the importance, context, and relevancy of their own subject area to our society. Subject matter preparation should be consistent with the national professional guide lines for that subject and age grouping.

The Commission recommends that teachers teaching core academic subjects in an accredited middle level, junior high, or secondary school at the 5th through 12th grade levels should demonstrate subject matter competence at the level of a subject matter major in that core academic discipline (or at the level of a subject matter minor in the discipline together with a major in a closely related discipline).

The Commission recommends that teachers teaching at an accredited elementary school through the 8th grade, early childhood teachers, and special education teachers, demonstrate subject matter competency in the areas of English language arts, social studies, math, and science at the level achieved by following in each of these areas a coordinated curriculum, known as a concentration, that extends beyond the introductory course level and is extensive in its scope and stresses rigor in its content. The concentration should provide the fundamentals and concepts intrinsic to the subject area, a basic understanding of its structure, a body of facts associated with the area, and the ability to use these facts.

General Education Guidelines

- 1. Preservice teacher preparation programs shall require that the teacher candidates demonstrate the ability to think critically.**

In order for teacher candidates and residency teachers to become expert teachers, such individuals must possess the ability to think critically. Critical thinking involves the ability to: (1) identify and formulate problems; (2) propose and evaluate solutions to problems; (3) use inductive and deductive reasoning to recognize fallacies in logic; (4) draw reasonable conclusions using information from written, numerical, and

spoken sources and to distinguish fact from opinion; and (5) to defend conclusions rationally. Moreover, critical thinking applied to teaching is the ability to analyze, synthesize, infer, and hypothesize about what is or is not occurring in the classroom.

- 2. Preservice teacher preparation programs shall require that the teacher candidate write and speak clearly, correctly, and effectively.**

Communication is essentially, the cornerstone on which learning is based. How well teacher candidates/teachers are able to interact both orally and through writing with students, colleagues, parents/family and the community at large, to a great extent, determines their own success, as well as those of the school system in achieving educational goals. What separates the average teacher, however, from the excellent teacher is that ability to effectively communicate in a creative manner. Creativity by such individuals inspires others to think and respond in a manner that is beyond what is merely communicated in the way of information. It is, therefore, necessary that such individuals wishing to enter the teaching profession demonstrate not only the ability to write and speak clearly, grammatically, and effectively, but also demonstrate the spark of creativity that if nurtured, will allow them to become excellent teachers.

- 3. Preservice teacher preparation programs shall require that teacher candidates analyze, discuss and use quantitative information, to develop a facility for mathematical problem solving and to understand connections between mathematics and other disciplines.**

In modern society, the need for an increasingly sophisticated level of mathematical competence has grown in importance. While rote manipulation of numbers can be minimized by the use of computers, the application of the appropriate mathematical concept, an appreciation of the accuracy of the result, and an interpretation of that result in the context of the particular problem is essential. An acceptance or appreciation of mathematics as an important tool in today's society begins in the earliest stages of a child's development. Math anxiety is learned at an early age. Therefore it is critical that all teachers, particularly elementary and middle school teachers, are comfortable with mathematics and its concepts and that they recognize the need to imbue their students with an understanding of the role of mathematics in society.

- 4. Preservice teacher preparation programs shall require that teacher candidates have a basic understanding of the natural world developed through a study of both the biological and physical sciences.**

Teachers should be scientifically literate, possessing a working familiarity with the nature of science and its methods and most important concepts, as well as the human context of science, including its history and its cultural impact on society. The scientifically literate teacher will not only possess a knowledge about various aspects of science, but also be able to use this knowledge in the daily decision-making required in teaching.

- 5. Preservice teacher preparation programs shall require that teacher candidates understand literature and the arts.**

The ability to communicate the interrelation of literature and arts with other subject matter provides students with the context and depth needed for them to think critically about the world in which they live. Literature and the arts shape the future by recalling the lessons learned from past civilizations. They not only provide intrinsic benefits, such as pleasure, but also provide a framework that teachers can utilize to make the connections for their students regarding historical events, societal influences, cultural figures and the making of civilization.

- 6. Preservice teacher preparation programs shall require that teacher candidates understand the important political issues, economic processes, and social movements that have shaped history.**

A working knowledge of political issues, economic processes, and social movements is fundamental for everyone to function effectively and make informed decisions. It is particularly important that teacher candidates have such a knowledge if they are to impart to their students this concept and its relationship to their students' lives.

- 7. Preservice teacher preparation programs shall require that teacher candidates understand and model the democratic principles of freedom, diversity, and tolerance.**

Today's public classrooms are filled with students who mirror our multicultural society. As such, it is imperative that teacher candidates be able to effectively communicate and act as both role models and facilitators of democratic principles like freedom, diversity, and tolerance. Teachers must be able to incorporate these concepts in an appropriate manner within the classroom if effective learning is to take place.

- 8. Preservice teacher preparation programs shall require that teacher candidates have conversation skills at a novice level in a language, other than English, as defined by the Associated Council on the Teaching of Foreign Languages.**

As the country and the state becomes more ethnically diverse, teachers will be dealing with an increasingly diverse student population. While these demographic changes make it highly desirable for a teacher to be fluent in a second language, it is unlikely that this can be achieved in a brief course of a college education. However, exposure to a second language will serve to hone the future teachers' critical thinking skills and familiarize them with the learning difficulties faced by students whose native language is other than English.

- 9. Preservice teacher preparation programs shall require that teacher candidates have studied an area of the world outside the United States.**

The study of an area outside where a person lives broadens an individual's

understanding and appreciation of his/her own culture. Moreover, it helps such persons to think globally about the world. Teacher candidates who study an area of the world outside the United States can better convey the things that make each country and culture unique, but also similar. Given the pressure of students to compete in a rapidly changing global society, the importance of a teacher being able to share a sense of the larger world is a necessity if students are to become well-rounded individuals.

Pedagogy Guidelines

- 1. Pedagogical competencies or skills related to the art of teaching shall be integrated throughout the preservice curriculum to emphasize the inter-relationship among all components of the program. At the university level, teaming and collaboration shall be modeled.**

The Commission believes colleges and universities must find ways to integrate individual courses so that teacher candidates can understand and see the connections among all courses in the program. Teacher candidates can better appreciate the relevancy of what they are taught in a university setting when it relates to what they will teach within their own classrooms.

- 2. In order to ensure greater relevancy, pedagogical competencies or teaching skills shall be integrated with experiences in the school setting.**

Pedagogical competencies or skills are sometimes taught from only a theoretical standpoint, rather than theory informing practice in the classroom setting. The two must be integrated for teacher candidates to understand the relevancy of theory and how to apply it to actual classroom situations.

- 3. Field experiences shall occur within a variety of school settings.**

Teacher candidates need to experience a variety of school settings for several reasons. First, such individuals must understand that the changing demographics within all school settings demand teacher candidates be able to work with all students effectively. Moreover, individuals can make more informed decisions about where they would like to teach when they have experienced multiple school settings.

- 4. Field experiences shall be structured to provide teacher candidates opportunities to interact with quality teachers who incorporate a variety of teaching styles, including teaming or collaboration.**

Interaction with quality teachers is critical to the preparation and retention of teacher candidates. Teacher candidates must observe quality teachers in action and experience the excitement of students' learning. Quality teaching is a product of the teacher's knowledge, preparation, experience, and support by the school district. Quality teaching is both a science and an art that is enhanced by effort and with reflection. For teacher candidates to develop their own teaching style, they must

observe or experience a variety of teaching styles and be given the encouragement and support to experiment in developing their own style. Familiarity with teaming and collaboration is desirable as schools move to individual developmental learning and inclusion of students with disabilities in classrooms. The Commission recommends that all teachers accepting student teachers be required to have mentor training by a date to be determined, to ensure that student teachers have a consistent high quality student teaching experience.

- 5. Teacher preparation programs shall require teacher candidates to prepare a portfolio of their field experience work.**

A portfolio begun at the preservice level will document that the teacher is able to exhibit effective teaching in specific school settings. Teachers will continue to use the portfolio throughout the residency period reflecting on the meaning and evidence of excellence in teaching and/as a stimulus for professional growth.

- 6. Teacher preparation programs shall require substantial interaction between teacher candidates and the professional development team comprised of credentialed classroom teachers, residency program mentors, college faculty, district administrators and curriculum and assessment experts during their preservice curriculum.**

Colleges and universities can ensure greater relevancy in their curricula by teaming with quality teachers and residency teachers to deliver the preservice curricula. Teaming experts in theory and practice can provide the context for what is being taught and the diversity of their respective experiences may help clarify the complexity of the art of teaching.

- 7. Meaningful interaction and communication shall occur between the colleges and universities and local districts regarding the appropriate roles of student teaching interns in classrooms and school settings, in order to make certain that the teacher candidates have a high quality student teaching experience.**

All aspects of a teacher candidate's or teacher's professional development experience are important to individuals entering and remaining in the profession for a sufficient time to become outstanding teachers. Crucial to this development is a teacher candidate's student teaching experience. In order to ensure that such experiences are of consistent high quality, teacher preparation programs and local districts must have the interaction and communication necessary to develop procedures to guarantee that these elements occur.

- 8. Faculty within teacher preparation programs shall communicate and work with other faculty within the higher education institution and shall demonstrate a variety of teaching styles.**

Improving the preparation of teachers demands that faculty within the higher

education system integrate a variety of teaching methodologies to ensure that teacher candidates are not taught pertinent material in only a very few teaching styles. By collaborating among departments through team teaching or a combining of course work, it may be possible to streamline programs and model integrated thematic teaching across disciplines.

9. **Faculty within teacher preparation programs shall be encouraged to periodically teach in a local school district, whenever possible.**

Having teacher preparation program faculty periodically teach in a local school district, whenever possible, serves several useful purposes. One, it better enables faculty to understand the challenges teacher candidates/teachers encounter daily. Second, it provides the faculty with the opportunity to test or conduct educational research within the educational setting. Finally, it makes connections and bridges between the school district and faculty much stronger than might normally be possible.

10. **Teacher preparation programs shall establish counseling programs for teacher candidates to assist them in taking course work designed to maximize their opportunity for certification and employment. At a minimum, teacher candidates should be made aware of the latest supply and demand information concerning teacher employment, state salary structures, and should be encouraged to seek secondary endorsements if appropriate.**

Oklahoma has a serious problem in that a large number of students graduating with education degrees never enter the teaching profession. While not the entire explanation, certainly an oversupply of qualified teacher candidates in some teaching areas and a lack of qualified teacher candidates in other teaching areas contribute to the problem. Teacher preparation programs must be willing to counsel teacher candidates about the kinds of teaching jobs available and equally important, be willing to modify their own programs to better meet those needs.

11. **Teacher preparation programs shall include a multicultural education component.**

The Commission believes a multicultural component within teacher preparation programs is particularly important in light of society's changing demographics. Currently, students of color account for 32.6 percent of the elementary and secondary student population, a 63 percent increase over a five-year period. By comparison, the teaching force is expected to become even more homogenous. Ethnic minorities now account for approximately 13.5 percent of the teaching force, and their representation is expected to drop to five percent by the end of the decade (AACTE, 1990; Goertz and Pitcher, 1985). According to 1993 Oklahoma figures, 28.42 percent of all students were ethnic minorities, compared to only 7% of the classroom teachers.

- 12. Teacher preparation programs shall include a parental, family, and community involvement component.**

The Commission believes that parental and community involvement must become even more integral in the education process if school improvement and individual student learning are to be maximized. While it is true that schools have a long laudable history of parental and community involvement through organizations, the increasing demands on all societal institutions (schools, communities, and parents) in support of the education process behoove us to revisit the nature of parental and community involvement in our schools. Teacher preparation programs must have a parental and community involvement component within their own programs if teacher candidates are expected to have the necessary skills to enable them to work productively with those groups to further the learning of all students.

- 13. Teacher preparation programs shall include a technology component.**

Oklahoma faces a critical need to increase the level of technology integration in its public schools. Without educators properly prepared to utilize technology, students will be at a distinct disadvantage. Schools must have teachers that are familiar with and able to utilize technology. To reach this goal, teachers must understand the potential use and understand how such technology can be utilized to enhance the curriculum for all students. Such preparation must start at the preservice level and continue throughout the respective teachers' careers. The effective utilization of technology is particularly important when you consider how it might be used to enable *all* students to achieve high academic expectations, regardless of such students' beginning knowledge level.

- 14. Teacher preparation programs shall include a school law component.**

The nature of today's schools demand that teachers have a general knowledge of school law. Teachers need to have basic understanding of such legal concepts as equal access; equity issues; appropriate education for students with exceptionalities and/or disabilities; confidentiality; privacy; appropriate treatment of and respect for students; situations related to child abuse; treatment of students with special needs; and their own legal rights and responsibilities as teachers.

- 15. Teacher Preparation Programs shall include a component which addresses the organization and administration of schools.**

Teaming, collaboration, and site-based management concepts demand that teachers understand school processes that often extend beyond the classroom. Teachers need to have a basic understanding of leadership processes, change processes, organizational concepts, administrative concepts, and negotiation processes related to operating effective schools.

- 16. Teacher preparation programs shall include a career education component.**

Teacher preparation programs should include an awareness of the world of work; the level of skills demanded in broad clusters of occupations; how to infuse career applications into the curriculum; and how to access labor market information to stay current. Teachers also need to spend time interacting with large and small business/and industry, and understand the range of preparation available to their students.

- 17. Teacher preparation programs shall make teacher candidates aware of the learning standards expected of students and confirm the candidate's ability to teach these standards.**

The passage of HB 1017 in 1990 set certain expected standards for state students. For teacher candidates to be successful in assisting students in achieving those standards, such candidates must be aware of the standards and have demonstrated the ability to teach to those standards.

- 18. Teacher preparation programs shall establish cohort or colleague groups within their institutions to assist teacher candidates in achieving competencies, better adapting to the school environment, and furthering professional growth.**

The Commission believes that teacher candidates will develop professionally much faster if they are placed in cohort or colleague groups based on their expected certification and/or subject matter areas. Cohort groups, with dynamic leadership from the faculty, can help candidates process the information and field experiences that they receive throughout the program, in order to become effective teachers more quickly.

- 19. Teacher preparation programs shall include a field experience requirement for teacher candidates early in their preparation.**

Teacher candidates, beyond meeting certain requirements to enter teacher preparation programs, need a field experience early in their preparation to determine whether teaching as a career is an appropriate choice for them. Such an experience, while serving as a screening device, will also help such candidates make appropriate career decisions which may save them both time and money.

PRESERVICE TEACHER PREPARATION COMPETENCIES

Educators face many challenges in the public school environment in meeting the educational, emotional and developmental needs of a multitude of students from increasingly diverse backgrounds. Parents, the community, and the society-at-large continue to demand more from educators as schools progressively take on more responsibilities in not only the education of the child, but in their emotional, physical and overall well-being. Consequently, we, as a state, face the challenge to set rigorous standards which provide quality educational opportunities in the preparation of those teacher candidates and administrator candidates who will be working in the state's public school systems. The student's well-being and learning should be the focus of all educator preparation programs.

GENERAL COMPETENCY I:

Teacher candidates shall demonstrate in-depth subject matter preparation.

RATIONALE:

In-depth subject matter preparation is important for all teachers. It is understood that the level of proficiency in the competencies listed below should correspond to the certification category and the specific discipline.

WHAT THE TEACHER CANDIDATE WILL KNOW:

1. The structure of the discipline.
2. The fundamentals and concepts intrinsic to the discipline.
3. A body of facts associated with the discipline and how to use that knowledge.

WHAT THE TEACHER CANDIDATE WILL BE ABLE TO DO:

1. Think critically in the discipline.
2. Independently acquire new knowledge of the discipline.
3. Use the tools of research in the discipline.
4. Identify issues and questions in the discipline and find answers.
5. Demonstrate skills that are both appropriate and specific to the discipline such as: laboratory skills, performance ability, library research skills, creative writing.

IMPLICATIONS FOR PRESERVICE TEACHER PREPARATION PROGRAMS:

The curriculum which provides these subject matter competencies should be consistent with established national professional guidelines and should be developed by the faculty in the discipline in consultation with school educators in the discipline, faculty of the teacher preparation programs, and the appropriate state education entities.

GENERAL COMPETENCY II:

Teacher candidates shall possess the ability to effectively instruct students.

RATIONALE:

Pedagogical knowledge, like general education and subject matter knowledge, is a key component of proficient teachers. To be successful in the classroom, educators must understand different instructional theories, models, and skills; how to plan appropriate curriculum; how to deliver information to students in a variety of ways; and how to analyze and modify instruction based on their students' responses.

WHAT THE TEACHER CANDIDATE WILL KNOW:

1. Pedagogical theory and practice as applied to:

- Early Childhood Education
- Elementary Education
- Middle-Level Education
- Secondary Education
- Special Education
- Vocational-Technical Education
- Library Media Education

2. Curriculum design and developmentally appropriate practice.

WHAT THE TEACHER CANDIDATE WILL BE ABLE TO DO:

1. Demonstrate specific and substantial knowledge of pedagogical theories and skills as they apply to their teaching specialization(s).
2. Demonstrate through field training and subsequent assessment, specific and substantial application of pedagogical theories and skills as they relate to their teaching specialization(s).
3. Critique, construct and utilize a variety of appropriate assessment techniques in order to monitor progress, modify and adapt instruction and set goals.
4. Demonstrate basic abilities to incorporate computer and other technologies into authentic instruction.
5. Demonstrate the use of critical thinking, problem solving, and analytical skills in authentic teaching situations.
6. Demonstrate general understandings and basic pedagogical applications related to those social issues impacting the school environment.

7. Develop the learner's ability and competence to inquire into the particular subject matter.

IMPLICATIONS FOR PRESERVICE TEACHER PREPARATION PROGRAMS:

It is expected a teacher candidate will possess the skills to communicate his/her general knowledge and specific subject matter knowledge to all students using multiple teaching methods. The Commission recommends the pedagogical preparation be directly tied to the school setting to the fullest extent possible.

GENERAL COMPETENCY III:

Teacher candidates shall possess knowledge and be able to demonstrate understanding in regard to human interaction and child development.

RATIONALE:

If teacher candidates are to be able to fully meet the instructional needs of their students, they must possess knowledge and skills related to human interaction and child development.

WHAT THE TEACHER CANDIDATE WILL KNOW:

1. How children and adolescents interact with each other and within various environments.

WHAT THE TEACHER CANDIDATE WILL BE ABLE TO DO:

1. Demonstrate a basic knowledge of child and adolescent development and a basic knowledge of developmental approaches (theory, models, research) of cognitive, social/emotional, language, and physical/motor development including application to field service and testing.
2. Demonstrate a basic knowledge of learning theory, individual learning styles and corresponding teaching techniques (i.e., motivational techniques and classroom management).
3. Demonstrate a knowledge of child and adolescent development and psychology.

IMPLICATIONS FOR PRESERVICE TEACHER PREPARATION PROGRAMS:

It is expected that teacher candidates will have basic knowledge and skills concerning human interaction and child development. The Commission recommends that human interaction and child development preparation be interrelated to the school classroom setting whenever possible.

GENERAL COMPETENCY IV:

Teacher candidates shall have an understanding of the school environment and be able to demonstrate that knowledge.

RATIONALE:

The school environment in which a teacher is employed has a tremendous impact on teachers' ability to do their job. Teacher candidates need to be aware of the different kinds of school environments and how such environments may affect or impact both positively and negatively the way in which they do their job.

WHAT THE TEACHER CANDIDATE WILL KNOW:

1. General knowledge of the school environments that exist in the early childhood through senior high school levels.
2. Leadership processes, change processes, organizational concepts, administrative concepts, and negotiation processes related to operating effective schools.

WHAT THE TEACHER CANDIDATE WILL BE ABLE TO DO:

1. Demonstrate a general knowledge of the history, principles, and responsibilities of public education in America and the relationships to other educational systems.
2. Demonstrate a general knowledge of the organizational and political structure of public education including fundamental principles of school finance, school law (e.g., equal education, appropriate education for students with exceptionalities and/or disabilities, confidentiality, privacy, and appropriate treatment of and respect for students, situations related to possible child abuse, treatment of students with special needs), and the political and dynamic structure of a typical school system.
3. Demonstrate through field service the ability to work collaboratively with colleagues, parents, other education and community professionals, and community agencies.
4. Demonstrate a specific and substantial understanding of the school environment in which they will be practicing: early childhood, elementary, middle-level or junior high, and senior high school level.

IMPLICATIONS FOR PRESERVICE TEACHER PREPARATION PROGRAMS:

It is expected that the teacher candidate will have a basic understanding of different school environments in a variety of settings (urban, suburban, and rural) and grade levels (early childhood, elementary, middle, and secondary) and will be able to develop strategies which enable the candidate to succeed in those environments.

GENERAL COMPETENCY V:

Teacher candidates will have knowledge of how parents and families impact the learning process and shall demonstrate skills to actively engage those groups positively in their students' education.

RATIONALE:

There is a great deal of research which indicates that children do intellectually better in homes where learning and school is considered important. In order to cultivate the best possible learning environment for all children, teachers must interact with parents/family to foster a successful learning experience.

WHAT THE TEACHER CANDIDATE WILL KNOW:

1. The role of the family and parents as partners in the education process.
2. Concepts of child development and how these concepts relate to parenting.
3. Various community resources and services that support families and the education of children.
4. The issues and pressures of parenting and how they impact the education of children.
5. Ways to assist parents in helping their children with homework.
6. The changing problems in society, the impact of these changes on the family unit, and the effect of these changes upon the student.
7. How to use parental input in education.
8. Educational issues and pertinent research relevant to parent involvement.

WHAT THE TEACHER CANDIDATE WILL BE ABLE TO DO:

1. Demonstrate through field training the application of knowledge of parents as partners and knowledge of family influences.
2. Develop a useful parental or family involvement work product based on current educational research which can be utilized at a school site.

IMPLICATIONS FOR PRESERVICE TEACHER PREPARATION PROGRAMS:

The Commission believes that teacher candidate preparation must strongly emphasize the necessity of involving parents and the community in the educational process. Further, the Commission believes such preparation should be evident throughout the teacher candidate's curriculum at the teacher preparation level. Teacher preparation programs may want to provide in-service preparation to all college of education faculty about the need for strategies to include parental/community involvement concepts, examples, and applications within his/her curriculum by utilizing either appropriate in-house or outside faculty, including the State Department of Education and local district resources.

GENERAL COMPETENCY VI:

Teacher candidates shall have skills to effectively communicate with students, colleagues, parents/family and the community.

RATIONALE:

The skill to effectively communicate both orally and through writing with parents, families, and the community, as well as other educators and students, can probably not be overstated. Teachers are in a very real sense in the communication business, with their success dependent on the presentation of ideas, concepts, and other information. Given the nature of their work and the need for parental, family, and community involvement in the education process, it is absolutely critical that teachers be able to communicate effectively with parents and families in a variety of ways.

WHAT THE TEACHER CANDIDATE WILL KNOW:

1. How to effectively communicate appropriately with parents, families, and the community leaders both orally and written.
2. Appropriate ways of listening to and communicating with parents during parent/teacher conferences.

WHAT THE TEACHER CANDIDATE WILL BE ABLE TO DO:

1. Use language with clarity and with precision.
2. Listen, understand, and facilitate interaction with parents as peers.

IMPLICATIONS FOR PRESERVICE TEACHER PREPARATION PROGRAMS:

Teacher preparation programs at the college and university level shall assist teacher candidates in developing knowledge and skills related to effectively communicating with parents, families, and the community.

GENERAL COMPETENCY VII:

Teacher candidates shall recognize and understand volunteerism as a viable means to enhance the education process.

RATIONALE:

Volunteerism is way to promote a variety of important life skills such as helping others, being a part of something larger than yourself. Teacher candidates need to recognize and understand the importance of volunteerism and how it may enhance the education process by promoting individual growth and responsibility.

WHAT THE TEACHER CANDIDATE WILL KNOW:

1. How to teach students the value of service to the community.
2. Ways students can contribute to community service agencies.

WHAT THE TEACHER CANDIDATE WILL BE ABLE TO DO:

1. Participate in at least two community service projects with students.

IMPLICATIONS FOR PRESERVICE TEACHER PREPARATION PROGRAMS:

Teacher preparation programs at the college and university level shall assist teacher candidates in understanding the importance of volunteerism and ways to promote volunteer activities that support and enhance the education process.

GENERAL COMPETENCY VIII:

Teacher candidates shall develop skills to access community resources and collaborate with the community in a manner that enhances the education process.

RATIONALE:

It is becoming clear that schools and individual teachers cannot completely meet all the needs of school-age children alone. Given these limitations, teachers must develop skills to access community resources in a manner that enhances the educational process for their students. The development of these collaborative skills, particularly in light of limited available school, community, and parental resources, is critical if schools and individual teachers are to be completely successful in their mission to educate our children.

WHAT THE TEACHER CANDIDATE WILL KNOW:

1. The public relations aspect of teaching.
2. The necessity of community support and involvement in education.
3. The location of community resources which can support the education process and lend relevancy to the curriculum.

WHAT THE TEACHER CANDIDATE WILL BE ABLE TO DO:

1. Collect information on successful examples of school-community collaboration.
2. Conduct research into how the educational community is an integral part of and is responsible to the larger community, including a study of the political, social, and economic relationship of schools to the community.
3. Possess a real understanding of the impact of violence, crime, and social dislocation in the lives of many students and then identify and mobilize programs to promote the positive aspects of education within a negative community environment.

IMPLICATIONS FOR PRESERVICE TEACHER PREPARATION PROGRAMS:

Teacher preparation programs at the college and university level shall assist teacher candidates in developing knowledge and skills related to involving the community in the learning process.

GENERAL COMPETENCY IX:

Teacher candidates shall have knowledge of interdisciplinary teaming and collaboration and be able to demonstrate these skills.

RATIONALE:

In most countries, teaching is not the isolated profession that it essentially remains in the United States. Educators are given much more time to plan collaboratively to develop curricular units, individual lesson plans, etc. Such collaboration allows groups of educators to develop a structured consistent curriculum that best meets the needs of students. It further allows such individuals to share and build upon successful teaching experiences or modify unsuccessful experiences.

WHAT THE TEACHER CANDIDATE WILL KNOW:

1. The characteristics and importance of interdisciplinary teaming.
2. The importance of collaboration (with some field experience).

WHAT THE TEACHER CANDIDATE WILL BE ABLE TO DO:

1. Present subject matter in an interdisciplinary fashion.
2. Demonstrate interdisciplinary relationship among subject areas through the production of an authentic and relevant product which combines subject matter in an interdisciplinary manner.
3. Experience the possibilities of interdisciplinary teaming within the education process through classroom and field experience.
4. Participate in research by obtaining, creating, using, and evaluating information relevant to the school community.
5. Utilize technological advances to enhance student learning.

IMPLICATIONS FOR PRESERVICE TEACHER PREPARATION PROGRAMS:

Teacher preparation programs at the college and university level shall assist teacher candidates in developing knowledge and skills in regard to teaming and collaboration. It is expected that teacher preparation programs will model such interdisciplinary teaching and collaboration as a means of demonstrating the importance of each.

GENERAL COMPETENCY X:

Teacher candidates shall demonstrate a substantial understanding of the role that gender, linguistic differences, economic differences, ethnicity and race can play in individual learning performance. Moreover, teacher candidates shall have a significant understanding of how the full range of physical, emotional, and cognitive capabilities affect the learning process.

RATIONALE:

Typically, when we speak of multicultural education, we think of such education from strictly a racial or ethnic perspective. The Commission believes that this perception must be expanded to include factors such as gender, economic circumstances, linguistic differences, and human capabilities.

WHAT THE TEACHER CANDIDATE WILL KNOW:

1. Multicultural educational strategies and their applications both in society and within the system of public education.
2. Strategies for delivering special education in society and public education.

WHAT THE TEACHER CANDIDATE WILL BE ABLE TO DO:

1. Design curriculum based on individual learning differences.

IMPLICATIONS FOR PRESERVICE TEACHER PREPARATION PROGRAMS:

Teacher preparation programs at the college and university level shall assist teacher candidates in developing knowledge and skills related to multicultural education.

GENERAL COMPETENCY XI:

Teacher candidates shall manifest an understanding of the impact that poverty has on the learning performance of students. Further, teachers shall have knowledge of best practice strategies for improving the educational performance of students from economically disadvantaged households.

RATIONALE:

Poverty has a traumatic impact on the learning performance of students. As such, educators must understand the effects of poverty and be familiar with best practice strategies for improving the educational performance of such students.

WHAT THE TEACHER CANDIDATE WILL KNOW:

1. Models, theories and philosophies that provide the basis for working with children from economically disadvantaged households.
2. Special issues that confront low or moderate-income parents which may affect the education of their children.
3. Limitations which low or moderate income parents may have in providing educational opportunities to students.
4. Community resources which can support the education process and the special needs of low-income students and their parents.
5. Various services provided by family, youth organizations, mentors, and constructive role models.
6. The impact of violence, crime, and social dislocation in the lives of many students.

IMPLICATIONS FOR PRESERVICE TEACHER PREPARATION PROGRAMS:

Teacher preparation programs at the college and university level shall assist teacher candidates in developing an awareness of the impact that poverty has on learning performance.

GENERAL COMPETENCY XII:

Teacher candidates shall exhibit an understanding of the learning and motivational requirements of students with intellectual, physical, or emotional disabilities. Further, teacher candidates shall have knowledge of the legal, public policy, and educational strategies associated with constructing high performance learning environments for all children.

RATIONALE:

In accordance with federal law which requires that students be placed in the "least restrictive environment", many children with disabilities are increasingly included within regular classroom settings. Teacher candidates must be prepared to accept the challenges required of them to meet all students' particular learning needs.

A teacher who has been prepared to work in a classroom with the general population may wish to continue his/her education by pursuing a more specialized certification. The Commission believes that in the future, special educators will increasingly become collaborators and partners with the regular classroom teacher. Further, the Commission believes that the use of technology may significantly enhance all students' opportunities to participate fully in regular classrooms.

WHAT THE TEACHER CANDIDATE WILL KNOW:

1. Models, theories, philosophies, and laws that provide the basis for working with children with disabilities.
2. Rights and procedural safeguards of students with disabilities related to identification, evaluation, placement, and the provision of a free and appropriate public education.
3. The cognitive, physical, cultural, social, emotional, and behavioral needs of individuals with disabilities.

WHAT THE TEACHER CANDIDATE WILL BE ABLE TO DO:

1. Demonstrate ability to utilize technology and related devices to meet the unique needs of students with disabilities from early childhood to the public school setting.
2. Collaborate with parents and other professionals in creating and planning students' individual education plans. This would include skills to determine student eligibility, curriculum planning, and monitoring of progress.
3. Promote independence of students with disabilities in preparation for life after school.
4. Make accommodations to meet the educational needs of individuals with disabilities.

IMPLICATIONS FOR PRESERVICE TEACHER PREPARATION PROGRAMS:

Teacher preparation programs at the college and university level shall assist teacher candidates in developing knowledge and skills related to understanding the learning and motivational requirements of all students including those with disabilities. Colleges and universities should continue to provide all future teachers with a variety of instructional and behavioral strategies while also offering courses in specialized areas. Certification should be a two-tier structure with all special education teachers receiving a generalist certification before qualifying for a more specialized certificate.

GENERAL COMPETENCY XIII:

Teacher candidates shall demonstrate a substantial understanding of how curriculum and instructional materials can be used to provide students with a rich, panoramic, and pluralistic perspective on subject matter. Further, teacher candidates shall have a practical understanding of how culture, ethnicity, gender, race, and different intellectual perspectives have shaped and contributed to history, social development, politics, belief systems, the arts, written and oral traditions, science, and the discovery process.

RATIONALE:

Students benefit from exposure to persons from other cultures or persons with physical or mental abilities with which they may not be familiar or fully appreciate. Students' interest, self-esteem, and learning are increased when instructional materials integrate events, situations, and concepts from a rich variety of culture, ethnicity, race, and gender.

WHAT THE TEACHER CANDIDATE WILL KNOW:

1. How to develop multicultural curricula that encourage students to examine multiple perspectives in the history of the United States and the world.

IMPLICATIONS FOR PRESERVICE TEACHER PREPARATION PROGRAMS:

Teacher preparation programs at the college and university level shall assist teacher candidates in developing knowledge related to the curriculum needs for a wide range of students.

GENERAL COMPETENCY XIV:

Teacher candidates will exhibit a comprehension of the variety of teaching strategies and their effect on the academic performance and motivation of students. Teacher candidates shall have a substantial understanding of how curriculum, diagnostic tools, motivational strategies, cultural needs of students, and educational research can be used to tailor learning environments to the physical, cognitive, and emotional needs of all students.

RATIONALE:

Teacher candidates must understand the learning and motivational styles of their students in order to tailor their own teaching styles to best meet the educational needs of students. In effect, the teacher candidates must know their audience and how to best reach them in order to maximize learning.

WHAT THE TEACHER CANDIDATE WILL KNOW:

1. Alternative assessment, student appraisal, and talent identification methods.

WHAT THE TEACHER CANDIDATE WILL BE ABLE TO DO:

1. Employ cooperative learning strategies, as appropriate.
2. Apply integrated curriculum concepts.
3. Appreciate the intellectual, curricular, and emotional needs of children with exceptional talents and capabilities.
4. Utilize student peer teaching and/or small group cooperative learning strategies.

IMPLICATIONS FOR PRESERVICE TEACHER PREPARATION PROGRAMS:

Teacher preparation programs at the college and university level shall assist teacher candidates in developing knowledge and skills to enable them to utilize a variety of teaching strategies.

GENERAL COMPETENCY XV:

Teacher candidates shall have knowledge and skills related to classroom and behavior management.

RATIONALE:

Students should be educated in a safe, orderly classroom which is conducive to learning. Students in public school classrooms present teachers with a variety of social and emotional problems. Teacher candidates must be well equipped with a repertoire of strategies for managing the organization of the classroom as well as student behavior.

WHAT THE TEACHER CANDIDATE WILL KNOW:

1. A variety of behavior management techniques.
2. Classroom organization strategies.

WHAT THE TEACHER CANDIDATE WILL BE ABLE TO DO:

1. Set up a classroom to support instruction.
2. Maintain instructional and evaluation records which document classroom activities.
3. Identify behavior problems and derive behavioral objectives.
4. Develop a behavior intervention plan and deliver intervention.
5. Collect data, evaluate effectiveness of the plan, and modify the behavioral intervention plan as required.

IMPLICATIONS FOR PRESERVICE TEACHER PREPARATION PROGRAMS:

Teacher preparation programs at the college and university level shall assist teacher candidates in developing knowledge and skills related to classroom and behavior management.

GENERAL COMPETENCY XVI:

Teacher candidates shall demonstrate an understanding of career education infusion methodologies which applies career concepts to the academic curriculum. Teacher candidates will have an understanding of the importance of assisting students with career awareness.

RATIONALE:

The role of work is central to all our lives. All students must be prepared for both post-secondary education and the work place. Students must be able to relate their educational experiences to their career goals. Teacher candidates must be able to help students relate education to their career goals by providing classroom experiences and information which communicates why certain academic skills are needed and how different careers use such skills.

WHAT THE TEACHER CANDIDATE WILL KNOW:

1. How their academic area relates to the world of work.
2. The level of skills demanded in broad clusters of occupations related to their academic area.
3. The range of career opportunities available to their students in their communities and their state.
4. Appropriate ways to coordinate their curriculum with the guidance program.
5. Appropriate ways to spend time interacting with large and small business and industry to understand how the academic areas relate to different clusters of occupation.
6. How the economy impacts what is required of workers.

WHAT THE TEACHER CANDIDATE WILL BE ABLE TO DO:

1. Infuse current career applications into the curriculum.
2. Access a variety of labor market information to stay current on the supply and demand of careers.
3. Relate their academic area to broad clusters of occupations.
4. Utilize business, industry, community sources and other school staff to assist in relating the academic curriculum to broad career clusters.
5. Demonstrate an understanding of how education relates to the world of work.

IMPLICATIONS FOR PRESERVICE TEACHER PREPARATION PROGRAMS:

Teacher preparation programs at the college and university level shall assist teacher candidates in developing knowledge and skills to develop an awareness of the world of work, in developing strategies for infusing career applications into the curriculum, and in developing resources to acquire labor market information applicable to academic areas and student developmental ages.

"Without improved teacher development policies, this nation will fail to build the qualified and diverse teacher work force that today's and tomorrow's classrooms demand."

*Recruiting New Teachers Inc. and
the National Conference of State
Legislatures State Policies To
Improve The Teacher Work force, 1993.*



BEST COPY AVAILABLE

FUNDAMENTAL PRINCIPLES FOR A PROFESSIONAL DEVELOPMENT PROGRAM FOR TEACHERS

I. THE PROFESSIONAL DEVELOPMENT PROGRAM OF THE DISTRICT (PDP)

1. Be designed to improve the instructional effectiveness of teachers and administrators.
2. Elevate the status of teaching as a profession.
3. Improve the school/work place environment by encouraging mentoring, collaboration, and teacher involvement in significant decision-making.
4. Be designed with flexibility to provide better professional development that will enhance subject matter knowledge and pedagogical skills of all teachers and administrators.
5. Be designed by a committee composed primarily of teachers, but also include: administrators, higher education representatives, citizens, and business representatives. All representatives of the committee should be encouraged to attend and participate in district professional development opportunities whenever possible.
6. Be designed to include multiple options (i.e., continuing education units, semester credit hours, in-service clock hours) which shall be transferable from district to district. Where appropriate, it is strongly encouraged that the program developed will also allow for transfer from state to state.
7. Include an assessment component that assures maximum accountability for the districts' teachers meeting the instructional needs of the children.
8. Support an environment which allows time for greater interaction and collaboration among teachers and administrators.

II. THE INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP) FOR ALL LICENSED AND CERTIFIED TEACHERS AND ADMINISTRATORS

1. The IPDP shall be designed to improve instructional effectiveness.
2. The IPDP shall reflect involvement in collaboration, mentoring, and decision-making.
3. The IPDP will reflect involvement in professional development that enhances subject matter knowledge and pedagogical skills.

4. The IPDP shall include:

- Professional goals;
- Instructional goals;
- Review/self-assessment of instructional effectiveness;
- Documentation of completion of mandated professional development; and
- Documentation of completion of CEU(s), semester credit hours, PDI(s).

IN-SERVICE TEACHER PROFESSIONAL DEVELOPMENT: OVERVIEW

Introduction

The Commission has the responsibility for developing an in-service professional development program that is flexible enough to allow local district needs to be met, as well as meet the state's specific professional development needs. The focus of the Commission's recommendations and the resulting program at both the entry (years one through three of a teacher's career) and continuing education (year four and ongoing) levels is to provide an in-service program for teachers that is rigorous and relevant with regard to what actually occurs within the classroom setting.

A high-quality systematic in-service program which emphasizes collaboration, follow up, and the creation of appropriate work products is viewed by the Commission as a vital component in a teacher's and administrator's continuing career professional development. This emphasis on the in-service program reflects the Commission's view that great teachers are not born and that it is not possible to fully prepare individuals for any profession throughout their entire career at the preservice or college level.

"Emphasis on the in-service program reflects the Commission's view that great teachers are not born and that it is not possible to fully prepare individuals for any profession throughout their entire career at the preservice or college level."

Clearly, licensure must be viewed as the entry point for teachers into the profession of teaching which ultimately culminates in their obtaining the highest accolade within the profession - being recognized as a master teacher. In

striving for that goal, teachers, like other professionals, have the responsibility to engage in continuous education to acquire improved knowledge of their teaching subjects and pedagogical skills.

Teachers do not, however, bear the full responsibility for their continuing education. Indeed, state government, local school boards, school administrators, the business community, and citizens also share in that responsibility. The State of Oklahoma, through its elected officials and citizens, must provide and fund continuous educational opportunities for teachers that are of the highest quality, and allow teachers the opportunity to remain current in their respective field(s) of expertise. The business community can further

support such efforts by sponsoring quality Professional Development Institutes (PDIs)*, contributing talent and expertise to the PDIs, or offering scholarships to teachers who wish to attend PDIs when their participation exceeds the requirements for state certification/recertification.

The Commission recognizes that the residency (years one through three of a beginning teacher's professional development) is a key time frame for teachers. In order to increase retention of residency teachers in the profession and to ensure that such teachers' initial experiences are as successful as possible, the Commission supports enhancing the school environment by:

1. Limiting the number of class preparations and/or
2. Limiting extracurricular assignments and/or
3. Reducing class size and/or
4. Providing extra preparation or planning periods in order to provide greater opportunity for mentoring, collaboration, observation and planning.

Enhancing the school environment, however, will not benefit only residency teachers. The Commission believes that the school environment affects every facet of the education process and is crucial to the retention of all teachers. The Commission strongly supports efforts by school districts to enhance the school environment to allow additional time for all teachers to collaborate, plan, work individually with students and parents, and refine their professional skills through quality professional development. The Commission further recommends that the State Legislature consider monetary and other incentives, especially incentives emphasizing *deregulation*, to encourage school districts to adopt policies that improve the school environment in the manner described above.

The Commission further recommends that all residency teachers:

1. Continue to be assessed by a professional development team consisting of a mentor teacher, district administrator and higher education professional;
2. Attend three PDIs within the residency phase to acquire or refine their teaching skills; and
3. Develop and maintain an Individual Professional Development Plan. The IPDP will be reviewed by their mentors and/or school district administrators which will serve as the career guidance plan for such individuals. Residency teachers are strongly encouraged to develop and maintain a portfolio consisting of, but not limited to, sample lesson plans, teaching samples, etc.

The Commission recommends that all post residency career teachers will continue to produce and develop an Individual Professional Development Plan. On an annual basis the IPDP:

1. Shall be jointly reviewed, updated, and signed by the teacher and a credentialed mentor;
2. Shall be placed in teacher's permanent personnel file.

The IPDP will serve as the career guidance plan for such individuals for the five-year period between certification. Teachers are encouraged to continue to use teaching portfolios in conjunction with pursuing National Board for Professional Teaching Standards certification.

The Commission further recommends that all administrators be required to develop and maintain an IPDP for recertification and both teachers and administrators be encouraged to develop and maintain a portfolio similar to that required for residency teachers.

The Commission feels strongly that no child in Oklahoma schools should be taught by a teacher who can not show competence in the subject matter area(s) of the credentials. In an effort to prevent that from occurring, the Commission believes no teacher and/or administrators should teach in an area of certification not on their present teaching certificate without passing the specific state assessment test in that certification area. Teachers desiring to be certified to teach a new subject matter area for which they are not currently certified (or hold a current endorsement) shall demonstrate the same competencies in the subject matter area as a preservice teacher.

Furthermore, given the rapid changes in the global economy and pressure on students to perform at higher proficiency levels, the Commission recommends all professional educators must be provided appropriate and quality preparation, not only at the preservice level but throughout their careers. Such preparation will allow all education professionals to better assist the students and the public in meeting increasing job-related demands. Teachers and administrators teaching in their major academic endorsement/assignment area must receive substantial and meaningful certificate/subject matter professional development during the five-year certification period that shall be reflected in the proposed Individual Professional Development Plan. All in-service professional development funded by district/state professional development funds shall have a substantial subject matter component designed to ensure greater competency.

Moreover, the Commission believes that the best in-service professional development comes when teachers and administrators have a choice in choosing that development, thus enhancing interest and motivation; which can be applied routinely within the work setting. The Commission strongly encourages school districts to work collaboratively with teachers and administrators to encourage innovative individualized professional development in conformance with their individual professional development plans.

In addition, the Commission believes that the paraprofessional area represents an under-

utilized resource that deserves closer examination. Credentialing and continuing education requirements for such personnel need further consideration as the Commission develops a new professional development system for educators.

The Commission sincerely believes that professional development of teachers is a critical and natural part of career growth and advancement. Professional development is a tool to enhance subject matter knowledge and teaching skills. While student achievement is a product of a variety of factors, the quality of teachers clearly is an important consideration which must be addressed if the public schools are to fulfill their promise to children and to the community.

The Professional Development Institute (PDI) as envisioned would be peer-reviewed continuing education experiences for

educators. PDIs would be regionally offered, competency-based, emphasize effective learning practices, include collaboration as an integral part of the learning process, and require all participants to prepare a work product which can be utilized in the classroom. The minimum length of time for PDI is 30 clock hours, the maximum 45 clock hours.

“The Commission believes that the best in-service professional development comes when teachers and administrators have a choice in choosing that development, thus enhancing interest and motivation; which can be applied routinely within the work setting.”

PROFESSIONAL DEVELOPMENT IN-SERVICE RECOMMENDATIONS

Continuing education begins with the first year of teaching following graduation from college throughout the career of a professional teacher.

RESIDENCY YEAR ONE: Support and Development

The Commission believes that the Entry-Year Assistance Program is effective and that the concept should be retained and extended to a three year Residency Program. The first year of the residency should provide an introduction to the profession, mentoring, guidance, and professional development for the beginning teacher. The Commission suggests continuing the current Entry-Year Assistance Program with the following enhancement recommendations:

Recommendation 1: The Entry-Year Assistance Committee, comprised of a district administrator, teacher, and a higher education representative shall be referred to as the Professional Development Team (PDT). Anyone serving on this team is required to have taken mentor credentialing to ensure consistency in the residency phase. Districts will be required to have the mentor team credentialed before serving as a team member at a date to be determined. Credential renewal shall be required.

The mentoring process in the residency phase will focus on the research base that was used to create the existing "Oklahoma Minimum Criteria for Teaching Performance." We recommend the word "minimum" be deleted from the title.

Recommendation 2: The subcommittee recommends the Professional Development Team composition and roles be defined as follows:

- District Administrator
- Mentor Teacher(s)
- Higher Education Representative

It is further recommended the Professional Development Team mentor teacher and higher education representative possess similar background and/or expertise as the residency teacher, if possible.

Recommendation 3: Districts will adopt and implement a Professional Development Program to make beginning teachers' first year experience as successful as possible. Options to enhance the experience and the teaching/learning environment, in an effort to ensure success include but are not limited to:

- Limiting number of class preparations and/or
- Limiting extracurricular assignments and/or
- Reducing class size and/or
- Providing extra preparation or planning periods

Recommendation 4: Districts shall adopt and implement policies to allow mentor teachers additional time other than their planning period during the normal school day to work with residency teachers. Options on how to achieve this goal include but are not limited to:

- Release time and/or
- Stipends and/or
- Additional planning period

Recommendation 5: Residency Year One teachers completing their first year will receive a two-year standard certificate upon the successful completion of:

- A PDI during the first year or before year two. The PDI's focus shall be on formative skills as identified in the entry year teacher's Individual Professional Development Plan and approved by the Professional Development Team.
- Successful assessment by the Professional Development Team.
- Development of a Individual Professional Development Plan.

RESIDENCY YEAR TWO: Skills Enhancement

The second year should provide continuing professional development and skills enhancement.

Recommendation 1: Teachers in their second year of the residency phase, who have successfully completed their PDT assessment and are certified, will be given the opportunity to participate in the selection of their mentor teacher provided the teacher chosen has undergone mentor credentialing.

The Mentor Team shall consist of:

- District Administrator
- Mentor Teacher (rotating if possible)

Recommendation 2: Teachers in their second year of the residency phase who successfully complete their Professional Development Team assessment will complete a second Professional Development Institute prior to the end of the second year or before the third year.

Recommendation 3: Districts shall adopt and implement policies for second year teachers similar to those provided Residency Year One teachers to ensure the second year experience be as successful as possible. Options include but are not limited to:

1. Limiting the number of class preparations and/or
2. Limiting extracurricular assignments and/or
3. Reducing class size and/or
4. Providing extra preparation or planning periods in order to provide greater opportunity for mentoring, collaboration, observation, and planning.

Extra time is recommended for the following activities:

- Mentoring (rotating mentorship strongly recommended);
- Research;
- Consultations;
- Observations; and
- Building a portfolio for possible future use later in attaining National Board certification.

Recommendation 4: Residency Year Two teachers successfully completing their second year will maintain certification upon the completion of:

- A Professional Development Institute (PDI) prior to the end of the second year or before the third year. The PDI shall focus on those needs as identified in the Individual Professional Development Plan and approved by the Mentor Team.
- Successful assessment by the Mentor Team.
- Refinement of the Individual Professional Development Plan.

(Note: Teachers in their second year of the license who have not successfully completed their Residency year one assessment may request a new Professional Development Team according to current state regulations and will continue with a three person professional development team.)

RESIDENCY YEAR THREE: Skills Refinement

The third year should provide continuing professional development; refinement, enrichment and culminate in the renewal of certification or issuance of certification valid for five years.

Recommendation 1: Teachers in the third year of the residency phase will be given the opportunity to select their credentialed mentor teacher(s).

Recommendation 2: Teachers in the third year of the residency phase will be required to maintain and revise their Individual Professional Development Plan.

(Note: Teachers may revise their IPDP as changes in their career plans change. These Individual Professional Development Plans shall be reviewed annually with a credentialed mentor teacher and /or district administrator, as part of the evaluation and recertification process).

Recommendation 3: The Mentor Team members shall review and approve the IPDP of all teachers in the third year of their residency phase and file plans for inspection in the district.

Recommendation 4: The Mentor Team members shall review all phases of the residency years and make a recommendation for re-certification. Successful completion of Year Three shall be dependent upon:

- Approval of completed three-year IPDP and review of the new IPDP for continued career development.
- Mentor team recommending renewal of certification.
- Completion of a third Professional Development Institute (PDI) prior to the beginning of year four (Note: The PDI shall focus on those needs as identified in the Individual Professional Development Plan and approved by the Mentor Team).

CAREER CONTINUING EDUCATION

Recommendation 1: Teachers who have taught for three years of the five year period will be required to obtain: 6 college semester credit hours or a combination of at least one Professional Development Institute; nationally certified Continuing Education Units (no more than 40 hours); and/or staff development points (no more than 15 hours) totaling a minimum of 90 clock hours over a five year period to be phased in consistent with appropriate funding in order to receive renewal of certification. In no case shall any of the options be double-counted in meeting the requirements of the IPDP.

Recommendation 2: Continuing Education Units (CEUs) which are transferable and have certain defined standards should in most instances replace the current system of staff development points. Staff development which does not meet CEU standards is allowed to a limited degree (See Recommendation 1).

Recommendation 3: Employment of all teachers is contingent upon certification or re-certification. Renewal of certification would include the specified combination of CEUs, PDIs, and/or college courses directly related to a teacher's IPDP, as well as teaching three years out of the previous five years. Districts will have the responsibility for determining whether a teachers' professional development follows their IPDP.

Recommendation 4: Certification as defined by National Board for Professional Teaching Standards (NBPTS) is encouraged.

Recommendation 5: Teachers completing NBPTS certification shall only be required to attend one PDI during their five-year recertification period to complete their professional development requirements.

Recommendation 6: Teachers and administrators teaching in their major academic endorsement/assignment area should receive substantial and meaningful certificate/subject matter professional development during the five-year certification period that shall be reflected in the proposed Individual Professional Development Plan. All in-service professional development funded by district/state professional development funds shall have a substantial subject matter component designed to ensure greater competency.

Footnotes:

Teachers reentering the profession with three years or more of service would be required to take a PDI within the first year of re-entry.

Teachers certified from other states, but who have zero years of teaching experience would be required to go through the residency phase program outlined above for in-state teachers.

Teachers certified from other states who have one or two years experience would be required to meet the same requirements as those outlined for second or third year in-state teachers who fall within the residency phase.

Present Staff Development System (Years 1 - 3)	Proposed Teacher Professional Development System (Years 1 - 3)
Entry Year Assistance Program First Year: - One year committee of three, composed of a higher education official, administrator, and teacher consultant. - Recommendation for certification or additional year. Second Year: - Committee of three, if repeated. - Recommendation for certification or non-certification. Thrid Year: - No requirements.	Residency Assistance Program First Year: - Professional Development Team (PDT) of three, composed of a higher education official, adminsitator, and mentor teacher. (Note: All members of PDT must have training by a certain date.) - Recommendation for certification or additional year. - Develop an Individual Professional Development Plan (IPDP). - Attend a Professional Development Institute (PDI), either during first year or before second year. * Second Year: - PDT of three, if repeated. - Recommendation for certification or non-certification. - Second PDI to improve skills in areas identified by PDT, either during this period or by end of third year. - Revise IPDP. Thrid Year: - IPDP completed. Reviewed and approved by district.

*The proposed PDIs would be peer-reviewed for quality and offered at regional and local settings. They would offer in-depth training with number of hours to be determined. Depending on demand, PDIs might be offered during the school year and/or the summer.

Staff Development (Years 4 - 30)	Professional Development (Years 4 - 30)
1. School district staff development plan. (Note: Staff development funds tied to approval of plan by State Board of Education.) 2. Staff development committee - composed of a majority of teachers. 3. Comprehensive local education plan (four-year plan with annual update). 4. \$500 maximum stipend for teacher consultants. 5. Some staff development points annually; 75 points in five years. Tied to employment. 6. No requirement for subject matter updates.	1. District/site Professional Development Plan. (Within the PDP, school districts might choose to limit preparations, limit extracurricular assignments, and/or provide extra preparation periods to assist residency teachers). 2. A professional development committee would assist district administrators in preparing the district PDP (Note: The PDP will include a majority of teachers). 3. School district PDP would outline how the district intends to meet the state requirements for its staff to attend PDIs and professional development seminars, and provide Continuing Education Units (CEUs). 4. Mentor teachers might be given either release time, a stipend (to be determined), and/or an additional planning period. 5. Teachers would be required to attend one PDI during a five-year period and obtain a certain number of CEUs or professional development credits. Graduate work credit could substitute for some portion of the CEUs and/or professional development institute credits. Tied to employment. 6. All professional development should contain a substantial subject matter component.

**Present Staff Development System
(Years 1 - 3)**

**Proposed Teacher Professional
Development System
(Years 1 - 3)**

Entry Year Assistance Program

First Year:

1. One year committee of three, composed of a higher education official, administrator, and teacher consultant.
2. Recommendation for certification or additional year.

Second Year:

1. Committee of three, if repeated.
2. Recommendation for certification or non-certification.

Thrid Year:

1. No requirements.

Residency Assistance Program

First Year:

1. Professional Development Team (PDT) of three, composed of a higher education official, adminsitator, and mentor teacher. (Note: All members of PDT must have training by a certain date.)
2. Recommendation for certification or additional year.
3. Develop an Individual Professional Development Plan (IPDP).
4. Attend a Professional Development Institute (PDI), either during first year or before second year. *

Second Year:

1. PDT of three, if repeated.
2. Recommendation for certification or non-certification.
3. Second PDI to improve skills in areas identified by PDT, either during this period or by end of third year.
4. Revise IPDP.

Thrid Year:

1. IPDP completed. Reviewed and approved by district.

*The proposed PDIs would be peer-reviewed for quality and offered at regional and local settings. They would offer in-depth training with number of hours to be determined. Depending on demand, PDIs might be offered during the school year and/or the summer.

Staff Development (Years 4 - 30)	Professional Development (Years 4 - 30)
1. School district staff development plan. (Note: Staff development funds tied to approval of plan by State Board of Education.) 2. Staff development committee - composed of a majority of teachers. 3. Comprehensive local education plan (four-year plan with annual update). 4. \$500 maximum stipend for teacher consultants. 5. Some staff development points annually; 75 points in five years. Tied to employment. 6. No requirement for subject matter updates.	1. District/site Professional Development Plan. (Within the PDP, school districts might choose to limit preparations, limit extracurricular assignments, and/or provide extra preparation periods to assist residency teachers). 2. A professional development committee would assist district administrators in preparing the district PDP (Note: The PDP will include a majority of teachers). 3. School district PDP would outline how the district intends to meet the state requirements for its staff to attend PDIs and professional development seminars, and provide Continuing Education Units (CEUs). 4. Mentor teachers might be given either release time, a stipend (to be determined), and/or an additional planning period. 5. Teachers would be required to attend one PDI during a five-year period and obtain a certain number of CEUs or professional development credits. Graduate work credit could substitute for some portion of the CEUs and/or professional development institute credits. Tied to employment. 6. All professional development should contain a substantial subject matter component.

IN-SERVICE PROFESSIONAL DEVELOPMENT COMPETENCIES

Educators face many challenges in the public school environment in meeting the educational, emotional and developmental needs of a multitude of students from increasingly diverse backgrounds. Parents, the community, and society-at-large continue to demand more from educators as schools progressively take on more responsibilities in not only the education of the child, but in their emotional, physical, and overall well-being. Consequently, we, as a state, face the challenge to constantly improve the quality of public education, with the students' well-being and learning as the focus of all educator professional development.

GENERAL COMPETENCY I:

Teachers shall have knowledge of how parents and families impact the learning process and shall demonstrate skills to actively engage those groups positively in their students' education.

RATIONALE:

There is a great deal of research that indicates children who live in homes where learning and school are considered important demonstrate higher levels of achievement. In order to ensure that all children have the best possible learning environment, teachers must interact with parents/family to foster a successful learning experience.

WHAT THE TEACHER WILL KNOW:

1. How different family structures, income levels, and conditions influence parents in providing appropriate educational opportunities to students.
2. Issues and pressures of parenting and how they impact the education of children.

WHAT THE TEACHER WILL BE ABLE TO DO:

1. Have experience and expertise in a variety of interaction strategies concerning parents and families.
2. Assist parents in understanding child development and be able to relate learning strategies that are recognized to enhance student success.
3. Interact with parents to improve school programs and be willing to involve parents in school improvement.

IMPLICATIONS FOR IN-SERVICE PROFESSIONAL DEVELOPMENT PROGRAMS:

The Commission believes that in-service teacher professional development must emphasize to a greater extent the necessity of involving parents and the community in the education process. School districts, the state education agencies, and other in-service providers would need to consider offering or providing appropriate in-service professional development regarding how parents and families impact the learning process.

GENERAL COMPETENCY II:

Teachers shall have skills to effectively communicate with students, colleagues, parents/family, and the community.

RATIONALE:

The skill to effectively communicate both orally and through writing with students, colleagues, parents/family and the community can probably not be overstated. Teachers are in a very real sense in the communication business, with their success dependent on the presentation of ideas, concepts, and other information. Given the nature of their work, it is absolutely critical that teachers be able to communicate effectively with different types of individuals in a variety of ways.

WHAT THE TEACHER WILL KNOW:

1. How to involve parents and use parent organizations as communication channels and as resources for school programs.

WHAT THE TEACHER WILL BE ABLE TO DO:

1. Demonstrate effective methods of communication with parents, administrators, students, and other teachers.
2. Demonstrate effective skills at parent/teacher conferences.
3. Effectively discuss the school's goals/progress with parents.
4. Collaborate with colleagues, parents, students, community, and others to improve the education process.
5. Put theory into practice at the school site as a result of having had meaningful experiences with educational research.

IMPLICATIONS FOR IN-SERVICE PROFESSIONAL DEVELOPMENT PROGRAMS:

School districts, the state education agencies, and other in-service providers would need to consider offering or providing appropriate in-service professional development in regards to communication skills to educators.

GENERAL COMPETENCY III:

Teachers shall recognize and understand volunteerism as a viable learning strategy within the education process.

RATIONALE:

Volunteerism promotes a variety of important life skills such as helping others, being a part of something larger than yourself. Teachers need to recognize and understand the importance of volunteerism and how it may contribute to the education process by promoting individual growth and responsibility.

WHAT THE TEACHER WILL BE ABLE TO DO:

1. Involve parents and students in meaningful volunteer efforts and recognize or reward those efforts.
2. Promote community service as a school-wide effort involving each individual student.

IMPLICATIONS FOR IN-SERVICE PROFESSIONAL DEVELOPMENT PROGRAMS:

School districts, the state education agencies, and other in-service providers would need to consider offering or providing appropriate in-service professional development in regards to volunteerism to educators.

GENERAL COMPETENCY IV:

Teachers shall develop skills to access community resources and collaborate with the community in a manner that strengthens the education process.

RATIONALE:

It is becoming increasingly clear that schools and individual teachers cannot completely meet all the needs of school-age children alone. Given these limitations, teachers must develop skills to access community resources in a manner that promotes the education process to their students. The development of these collaborative skills, particularly in light of limited available school, community, and parental resources, is critical if schools and individual teachers are to be completely successful in their mission to educate our children.

WHAT THE TEACHER WILL KNOW:

1. How to assist students and/or families in the accessing of community programs and centers which support the educational process.
2. How to access knowledge of community resources which can support the education process and lend relevancy to the curriculum.
3. How to work with community professionals to enhance the educational program, including student/community professional membership programs.
4. How to consult with schools, community, and resource persons regarding the education and well-being of individual students.
5. How schools can be active participants in community building and community improvement.
6. How to apply the expertise required in preparation for the job market, use of technology, etc. related to one's subject-teaching area.
7. How to teach children about service to the community.

WHAT THE TEACHER WILL BE ABLE TO DO:

1. Encourage community employers to allow parents release time for school involvement.
2. Promote school services provided by family, youth organizations, community mentors, and other community support personnel.
3. Work with business and community leaders to teach students the value of service to the community.
4. Connect community service requirements to related school curriculum.
5. Identify circumstances in society that might potentially lead to violence and have the skills to intervene with individuals or groups to minimize the potential threat.
6. Be concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical) and alert to signs of difficulties.
7. Foster good citizenship through students' service to the community.
8. Respect the parental role in the education process and encourage the special skills or talents that parents offer.
9. Have skills to work with parent volunteers.
10. Possess an understanding of the impact of violence, crime, and social dislocation in the lives of many students and then identify and mobilize programs to promote the positive aspects of education in such students' environment.

IMPLICATIONS FOR IN-SERVICE PROFESSIONAL DEVELOPMENT PROGRAMS:

School districts, the state education agencies, and other in-service providers would need to consider offering or providing appropriate in-service professional development to educators in regards to accessing the community.

GENERAL COMPETENCY V:

Teachers shall be aware of federal/state laws and how they affect the learning environment.

RATIONALE:

As legal issues become more and more prominent within the school setting, it is becoming increasingly important that teachers be cognizant of how the law impacts the learning environment. A general awareness and understanding of the law might include such individuals knowing their own rights, responsibilities, and ethical behavior, as well as students' rights.

WHAT THE TEACHER WILL KNOW:

1. The legal rights, responsibilities, and ethical behavior in relation to management of students.
2. The laws, understanding and compliance thereof, related to students' rights (e.g., equal education, appropriate education for students with exceptionalities and/or disabilities, confidentiality, privacy, and appropriate treatment of and respect for students).
3. The laws, understanding and compliance thereof, related to teacher responsibilities for student welfare (e.g., in situations related to possible child abuse, treatment of students with special needs).

IMPLICATIONS FOR IN-SERVICE PROFESSIONAL DEVELOPMENT PROGRAMS:

School districts, the state education agencies, and other in-service providers would need to consider offering or providing appropriate in-service professional development to educators in regards to legal school issues.

GENERAL COMPETENCY VI:

Teachers shall have opportunities to experience and model teaming and collaboration in teaching.

RATIONALE:

Commission members believe that the best teaching comes when there is a great deal of collaboration among colleagues. For teachers or teacher candidates, however, to understand and develop collaborative skills, they must be exposed to collaboration in teaching at both the university/college and public school levels and be given the time to do so.

WHAT THE TEACHER WILL BE ABLE TO DO:

1. Apply interdisciplinary teaming at the school site.
2. Observe practical examples of, and/or case studies in interdisciplinary teaming during in-service, and then, participate in the actual experience of teaming.
3. Routinely incorporate interdisciplinary teaming.
4. Work with colleagues and university professors to teach collaboratively when appropriate.
5. Work as a collaborative team with the State Department of Education, schools/colleges of education, and school districts when appropriate.
6. Collaborate with university professors to teach classes and facilitate useful projects at the school site.
7. Experience residency and in-service programs that present collaborative examples and provide collaborative experiences.
8. Work with other schools and districts in areas of in-service, curriculum, and school organization when appropriate.
9. Use available technology to foster collaboration among schools (e.g., televised communications, computer bulletin boards, etc).

10. Inquire into practice, refine skills, and synthesize knowledge while working with peers to foster a change model or norm for personal and continuous site improvement.

IMPLICATIONS FOR IN-SERVICE PROFESSIONAL DEVELOPMENT PROGRAMS:

School districts, the state education agencies, and other in-service providers would need to consider offering or providing appropriate in-service professional development in regards to teaming and collaboration to educators and changing the school environment to allow such collaboration.

GENERAL COMPETENCY VII:

Teachers shall have an appreciation of the diversity students bring to the classroom, thus increasing mutual understanding and better meeting the educational needs of children.

RATIONALE:

When teachers recognize and understand the range of cultures and learning differences students bring to the classroom, they can better utilize both in productive ways to enhance their own and other students' appreciation of diversity. In doing this, teachers meet the educational needs of children who encounter an increasingly diverse society and global economy.

WHAT THE TEACHER WILL BE ABLE TO DO:

1. Model acceptance of and respect for racial/ethnic/cultural diversity and individuals with disabilities.
2. Promote a school environment where language differences are recognized, accepted, and appreciated.
3. Create a school environment that welcomes parents and community members and provides resources and programs to accommodate language and cultural differences.
4. Create a school decision-making environment that embraces participation from parents, community people, and a wide variety of cultural groups.

IMPLICATIONS FOR IN-SERVICE PROFESSIONAL DEVELOPMENT PROGRAMS:

The Commission believes that in-service teacher professional development must strongly emphasize multicultural education.

GENERAL COMPETENCY VIII:

Teachers shall demonstrate an understanding of the impact that poverty has on the learning performance of students. Further, teachers shall evidence significant familiarity with best practice strategies for improving the educational performance of students from economically disadvantaged households.

RATIONALE:

Poverty has a traumatic impact on the learning performance of students. As such, teachers must acknowledge the effect of poverty and be familiar with best practice strategies for improving the educational performance of such students.

WHAT THE TEACHER WILL KNOW:

1. How to assist students and/or families in the accessing of community programs and centers.
2. How to recognize all aspects of a child's well-being (cognitive, emotional, social, and physical) and be alert to signs of difficulties.
3. How to identify schools, communities, resource persons which might assist in the education and well-being of his/her students.

IMPLICATIONS FOR IN-SERVICE TEACHER PROFESSIONAL DEVELOPMENT PROGRAMS:

The Commission believes that in-service teacher professional development must strongly emphasize the impact of poverty on learning.

GENERAL COMPETENCY IX:

Teachers shall demonstrate an understanding of intercultural communications and the varieties of interactive strategies needed to achieve success in the multicultural classroom. Moreover, teachers shall demonstrate an understanding of the role that effective communication plays in the classroom with students possessing many different backgrounds.

RATIONALE:

Communication is one of the critical elements of the education process. If all school participants are to gain from their everyday interactions, then all such participants must recognize and address learning differences with mutual respect and appreciation for the diversity that make each of us unique. Teachers must be both role models and facilitators to enable the larger school body to communicate appropriately with each other in a manner that furthers the education process.

WHAT THE TEACHER WILL BE ABLE TO DO:

1. Involve students in opportunities to use decision-making abilities and social action skills in the resolution of problems with ethnic, racial, and cultural implications.
2. Teach all students to function effectively in social settings different from their own.
3. Develop a school environment in which the interaction among students is of a positive and supportive nature.
4. Provide opportunities for students and staff to interact and observe a wide range of ethnic/cultural events, visitors, and media.
5. Promote effective interpersonal interaction across racial/ethnic lines and among students with and without disabilities.

IMPLICATIONS FOR IN-SERVICE TEACHER PROFESSIONAL DEVELOPMENT PROGRAMS:

The Commission believes that in-service teacher professional development must strongly emphasize intercultural communication and related strategies.

GENERAL COMPETENCY X:

Teachers shall demonstrate an understanding of the role that their own attitudes, biases, and preconceptions play in their interactions with students, colleagues, and the larger community.

RATIONALE:

Teachers need to understand that they are products of their own experiences and environment. As such, they bring their own attitudes and biases to their interactions with others. Multicultural education and disability awareness can assist teachers in examining their attitudes and biases to determine whether they are appropriate for the diversity that they encounter daily within the classroom setting. Both can also assist teachers in developing the competencies to meet the challenges of diverse school settings, populations, parental groups, and the communities.

WHAT THE TEACHER WILL KNOW:

1. The potential impact of their attitudes, biases, and preconceptions on an individual's ability to learn.

WHAT THE TEACHER WILL BE ABLE TO DO:

1. Model acceptance of and respect for individuals with different abilities or who are from diverse backgrounds.
2. Identify mentors or role models for students from all backgrounds.

IMPLICATIONS FOR IN-SERVICE TEACHER PREPARATION PROGRAMS:

The Commission believes that in-service teacher professional development must strongly emphasize ways teachers can recognize and overcome their own biases, in order to teach to diverse student bodies.

GENERAL COMPETENCY XI:

Teachers shall demonstrate a substantial understanding of how curriculum and instructional materials can be used to provide students with a rich, panoramic, and pluralistic perspective on subject matter. Further, teachers shall have a practical understanding of how culture, ethnicity, gender, race, and varying intellectual perspectives have shaped and contributed to history, social development, politics, belief systems, the arts, written and oral traditions, science and the discovery process.

RATIONALE:

Students benefit from exposure to persons from other cultures or persons with physical or mental abilities with which they may not be familiar with or fully appreciate. Students' interests, self-esteem and learning are enhanced when instructional materials integrate events, situations and concepts from a rich variety of cultures, ethnicities, races, and genders.

WHAT THE TEACHER WILL BE ABLE TO DO:

1. Recognize and provide for the role that race, ethnicity, religion, and gender play in the learning process.
2. Provide opportunities for students to examine historical, world, or societal events from multiple perspectives.
3. Provide curricular designs that allow teachers and students to examine dimensions of ethnicity and cultural identity.
4. Revise the curriculum design to recognize the varying talents of students and to capitalize on those talents in the academic curriculum.
5. Encourage assessment procedures to take into consideration the characteristics of students from a wide range of backgrounds.
6. Identify and eliminate gender, ethnic, cultural, and racial bias in curriculum and classroom interaction.
7. Inquire into practice, refine skills and synthesize knowledge while working with peers to foster a change model for personal and site improvement.

IMPLICATIONS FOR TEACHER PROFESSIONAL DEVELOPMENT PROGRAMS:

The Commission believes that in-service teacher professional development must strongly emphasize how curriculum and instructional materials can be used to teach diverse student bodies.

GENERAL COMPETENCY XII:

Teachers and administrators shall have knowledge of how to deal appropriately with aggression and conflict in order to provide a safe learning environment for all children.

RATIONALE:

A safe learning environment can be threatened by various forms and degrees of conflict. Conflict may be caused by developmental and/or environmental factors. In order to ensure a safe learning environment for all students, teachers must understand the nature of aggression and be able to manage conflict in the school setting.

WHAT THE TEACHER WILL KNOW:

1. How conflict in the school affects the education of all students.
2. A variety of strategies for dealing with student behavior.
3. Classroom organization techniques which promote a safe environment.
4. Developmental and environmental factors which may lead to aggression in students.

WHAT THE TEACHER WILL BE ABLE TO DO:

1. Recognize the onset of potential aggression in students in order to redirect or diffuse possible violent situations.
2. Communicate with students in a manner which creates an environment conducive to learning and enhances self-esteem.
3. Model respect for all individuals within a school setting.
4. Recognize and adequately document events preceding and following the conflict in order to make necessary referrals.

IMPLICATIONS FOR TEACHER PROFESSIONAL DEVELOPMENT PROGRAMS:

The Commission believes that in-service teacher professional development must strongly emphasize knowledge of strategies to manage aggression and conflict.

"Graduate training for educational leaders is one of the few areas in education that has remained impervious to reform."

*David L. Clark and Terry A. Astuto
"Redirecting Reform," Phi Delta Kappan
March 1994*



FUNDAMENTAL PRINCIPLES FOR DEVELOPING ADMINISTRATOR PREPARATION PROGRAMS AND PROFESSIONAL DEVELOPMENT RECOMMENDATIONS

1. Administrator preparation programs shall limit admission to those who have demonstrated: the potential to complete rigorous graduate work; leadership qualities within the school setting; and the ability to work collaboratively with other professionals.
2. Administrator preparation and in-service professional development shall emphasize the full range of concerns and needs of families and the community.
3. Administrator preparation and in-service professional development shall emphasize knowledge and skills which are relevant to the duties and responsibilities of administrators.
4. Administrator preparation and in-service professional development shall connect research and practice.
5. Administrator preparation and in-service professional development shall consider the developmental levels and special needs of all school-age children.
6. Administrator preparation and in-service professional development shall stress site-based decision-making.
7. Administrator preparation programs shall include clinical experiences and a residency phase as integral parts of their programs.
8. Administrative support and guidance shall encompass input from appropriate mentors during the residency phase.
9. Administrator preparation programs and in-service professional development shall emphasize the well-being of students and student learning.
10. Administrator certification shall be consistent with the licensure and certification system outlined in the licensure and certification section and based on competencies which are developmentally appropriate, whether the candidate in question comes from either a traditional administrator preparation background or an alternative system.

ADMINISTRATOR PREPARATION PROGRAMS AND IN-SERVICE PROFESSIONAL DEVELOPMENT: OVERVIEW

Introduction

The Oklahoma Commission for Teacher Preparation has the responsibility for developing administrative preparation and continuous education recommendations for both principals and superintendents. The goals which guide the Commission are:

1. To develop new knowledge about school leadership and its relationship to teaching and learning;
2. To synthesize and translate research on school leadership into programs and materials that develop leadership;
3. To develop meaningful programs for administrators in Oklahoma which will be relevant to their duties and responsibilities as practitioners.

The Commission strongly believes that effective principals and superintendents set the tone for the school districts and their respective schools. Given their critical roles in the education process, it is essential that individuals be properly selected and prepared whether this be by traditional or non-traditional background. As we are experiencing a more diverse school environment, school districts need the opportunity to attract individuals as administrators who may fall outside the traditional administrator preparation path. Much like the military model which draws officers from the academies, the reserves, up from the ranks, and direct appointment, school districts need to be able to recruit and employ, quality non-traditional applicants with varying expertise and educational backgrounds to meet specific district needs.

Administrators from other states who have not demonstrated competency through state approved methods of assessments offered by Oklahoma administrator preparation programs may petition for judgment of the Administrative Competency Review Panel (ACRP) appointed by the Commission. This panel shall be comprised of relevant stakeholders both within and outside the profession for the purpose of reviewing and acting upon recommendations for certification by petition. Candidates will submit a portfolio which will contain, but is not limited to, work credentials, academic transcripts, job descriptions, relevant work samples, letters of recommendation, other products, and/or documents that provide evidence of meeting each of the administrator competencies and guidelines. In the event that an administrator has not met the specified competencies, he/she will be notified of specific competencies not met and the procedure for resubmission of application.

Administrative candidates from either in-state or out-of-state who have not previously been administrators or gone through a traditional administrative preparation program shall demonstrate competency by taking the state administrator assessment, petitioning for judgment of competency by the ACRP, and providing to the ACRP evidence requested to establish administrator competency. All administrators, however, should be part of a formal professional development in-service program if they are to continue to meet the

high expectations placed on today's schools.

The Commission emphatically believes that the professional development of administrators must be linked to the professional development of teachers, if quality improvement efforts and meaningful school reform are to take place in the state.

Administrative Field Experiences

Toward that goal, the Commission is advocating that clinical field experiences in a variety of settings be an integral part of administrative candidates' preparation. Clinical field experiences are seen as critical by the Commission because they are the mechanisms for ensuring these prospective administrators have the preparation necessary to reach their full potential.

Administrator Assistance Committee

For administrator preparation to achieve the goals set by the Oklahoma Commission for Teacher Preparation, we believe that a continuing collaborative network among the Oklahoma State Department of Education, the Oklahoma State

Department of Vocational Education, the Oklahoma State Regents for Higher Education, and the local school districts must be formed, encouraged, and supported. This collaboration should take the form of a one year residency phase. As envisioned by the Commission, entry level administrators would have an Administrator Assistance Committee (AAC) made up of two mentor administrators at the same level and a classroom teacher to support and assist the candidate during the residency phase. Support and guidance by the AAC will serve as the basis for determining the appropriate professional development needed to improve the given administrator's skills. Continuing education beyond the residency for administrators is recommended to make certain that administrators are aware of the latest education research and trends in regard to school administration and effective teaching and can apply that research through initiatives at the state level*.

In a very real sense, improvement in the quality of our school administrators is a key component, if not the most important component, in how successful the Commission is in changing the school environment. For unless the school environment changes in fundamental ways, our public schools will never be able to completely fulfill the Commission's desired goal that all students be intellectually challenged to the greatest extent possible.

"The Commission strongly believes that effective principals and superintendents set the tone for the school districts and their respective schools."

*Professional development requirements for administrators should be consistent with requirements for teachers. Specifically, administrators shall be required to attend one professional development institute every five years and meet the same 90 clock hours of in-service professional development required of teachers.

ADMISSION REQUIREMENTS TO ADMINISTRATOR PREPARATION PROGRAMS

The Commission recommends that recruitment into administrator preparation programs be a collaborative effort between higher education and public education, in order to obtain the most qualified candidates. Recruitment efforts should be concentrated on not only candidates from educational settings, but on all who possess the qualities and skills needed to be effective education leaders. Skills needed for admission into such a program would include, but not be limited to, a demonstration of: (a) ability to motivate others; (b) interpersonal sensitivity; (c) effective verbal and non-verbal expression; (d) clear, concise written expression; (e) ability to collaborate; and (f) teaming abilities.

Specifically, admission into administrator preparation programs shall be limited to candidates who:

1. Successfully complete an administrator entry assessment that evaluates administrator candidates' knowledge and skills regarding legal, organizational, and financial concepts related to schools, reading comprehension, mastery of writing and verbal skills, child and adolescent growth and development;
2. Submit for review a portfolio which includes: any research done by the candidate; proof of professional development obtained during his/her career; letters of recommendation by higher education faculty, school district personnel, and colleagues; demonstration of the ability to foster close parent-teacher relationships related to student performance; demonstration of ability to make effective presentations; and demonstration that the candidate knows how to utilize technology in educational programming; and
3. Successfully complete an interview by administrator preparation faculty members which is specifically designed to assess the candidate's critical thinking skills.

(Note: Administrative candidates for superintendency preparation who have received their principal preparation out-of-state shall meet the admission standards cited above before being admitted to the college or university superintendency preparation programs. Furthermore, superintendent candidates are expected to also possess the administrator competencies specified for principals.)

PRESENT ADMINISTRATOR PREPARATION SYSTEM	PROPOSED ADMINISTRATOR PREPARATION SYSTEM
SELECTION PROCESS • Administration requirements vary	SELECTION PROCESS • Administrator entry assessment • Review of portfolio • Interview
COURSE WORK • Requirements vary between institutions	COURSE WORK • Competency based
ADMINISTRATOR FIELD EXPERIENCE • Varies between institutions	ADMINISTRATOR FIELD EXPERIENCE • Requirement of all administrative candidates in all institution programs
ADMINISTRATOR RESIDENCY • No formal state mentorship for administrator	ADMINISTRATOR RESIDENCY • One year with an administrative assistance committee composed of a teacher, administrator, and higher education representative
ADMINISTRATOR ASSESSMENT • Existing administrator assessment test	ADMINISTRATOR ASSESSMENT • Revised administrator assessment based on Commission's competencies
ADMINISTRATOR PROFESSIONAL DEVELOPMENT • No specific statewide criteria for recertification	ADMINISTRATOR PROFESSIONAL DEVELOPMENT • Administrators will be required to attend one PDI during a five year period and obtain CEUs or professional development credits for recertification consistent with that which will be required of teachers.

ADMINISTRATOR COMPETENCIES

Educators face many challenges in the public school environment in meeting the educational, emotional and developmental needs of a multitude of students from increasingly diverse backgrounds. Parents, the community, and society-at-large continue to demand more from educators as schools progressively take on more responsibilities in not only the education of children, but in their emotional, physical, and overall well-being.

Consequently, we, as a state, face the challenge to set rigorous standards which provide quality educational opportunities in the preparation of those teacher and administrative candidates who will be working in the state's public school systems. The students' well-being and learning should be the focus of all educator preparation.

GENERAL COMPETENCY I:

Administrator candidates shall have knowledge and skills to establish programs to meet the concerns and needs of families and the community. Skills needed to address the concerns and needs of families would include, but not be limited to, understanding: (a) philosophical and cultural values; (b) legal and regulatory applications; (c) policy and governance; (d) public relations; and (e) best practice strategies for improving the educational performance of all students.

RATIONALE:

Parents, the community, and society-at-large continue to demand more from educators as schools progressively take on more responsibilities in not only the education of the child, but in their emotional, physical, and overall well-being. In order to meet these new more encompassing demands, administrators must have the knowledge and skills necessary to effectively work in such school settings.

WHAT THE PRINCIPAL CANDIDATE WILL KNOW:

1. Federal constitutional provisions, the state's common school law and school code, local district and school site policies, and the interrelationship among each as applied within the school setting.
2. Negotiation procedures (public sector bargaining); employer-employee relations, employee-employee mediation techniques, and student mediation techniques.
3. How to design specific messages for various constituent groups.
4. How schools can be active participants in community building and improvement.

WHAT THE PRINCIPAL CANDIDATE WILL BE ABLE TO DO:

1. Identify and respond to the tensions within the family and the community that affect the education process.
2. Develop schools as community hubs for services which may incorporate instructional activities, social experiences, family, and community services in the child's education process.
3. Design effective public relations strategies to meet the needs that arise in community relations, media relations, and crisis situations.
4. Model respect for all staff and their varied contributions to the school.

5. Inform parents concerning issues, skills concepts and programs that facilitate the school/parent partnership aspect of the total school mission.
6. Develop community resources which may benefit the education and well-being of the school's students.
7. Facilitate, recognize, and reward both school to community and community to school volunteerism.

WHAT THE SUPERINTENDENT CANDIDATE WILL KNOW:

1. Procedures for implementing policies to avoid civil and criminal liabilities.
2. Political theory and the skills needed to build community support for district priorities and policies.
3. National and international issues affecting schools, students, and instruction.

WHAT THE SUPERINTENDENT CANDIDATE WILL BE ABLE TO DO:

1. Develop superintendent/board of education interpersonal and working relationships which focus on maximizing all students' learning.

IMPLICATIONS FOR ADMINISTRATOR PREPARATION PROGRAMS:

Administrator preparation programs shall provide administrative candidates with broad knowledge and skills related to parental and community concerns, in order to meet the needs of the students.

GENERAL COMPETENCY II:

Administrative candidates shall possess knowledge and skills including, but not limited to: (a) leadership; (b) information collection; (c) problem analysis; (d) judgment/ethics; (e) organizational oversight; (f) implementation; (g) delegation; (h) district culture; and (i) collaboration among colleagues.

RATIONALE:

As a result of the expanding duties within the school, today's administrator must possess an array of skills in organization and management, in addition to a knowledge of learning theory and best teaching practices.

WHAT THE PRINCIPAL CANDIDATE WILL KNOW:

1. Socioeconomic and educational trends, innovations, and new paradigms to meet the needs of schools.
2. Various information sources relevant to school needs.
3. School finance, budgeting, planning, and managing school resources.
4. The various roles and responsibilities of all staff members in the school setting.

WHAT THE PRINCIPAL CANDIDATE WILL BE ABLE TO DO:

1. Facilitate the development of a written vision for the school and a well-developed educational philosophy and be able to market that vision and philosophy.
2. Facilitate and foster innovation which leads to school improvement including integrating that innovation into the mission of the organization.
3. Facilitate the preparation of a comprehensive assessment of the school's climate and instructional programs with input from teachers, students, and parents.
4. Demonstrate creative problem-solving techniques.
5. Utilize effective decision-making strategies and recognize how bias affects the decision making process.
6. Initiate appropriate management strategies to implement long and short term plans, work with faculty, parents, students and other school constituencies to translate a shared vision into a strategic plan.

7. Demonstrate the ability to prepare a grant proposal and facilitate that process with the staff.
8. Delegate authority and empower teachers to work as peers.
9. Work with other schools and districts in areas of in-service curriculum development and school organization when appropriate.
10. Build self-esteem in staff and students.

WHAT THE SUPERINTENDENT CANDIDATE WILL BE ABLE TO DO:

1. Conduct school site/district climate and instructional program assessments.
2. Promote the value of understanding and celebrating school/community cultures.
3. Respect and encourage diversity among people and programs.
4. Exhibit creative problem solving.
5. Manage time effectively.
6. Facilitate cooperation among groups.
7. Promote and support the formulation of a written vision statement of future direction for the district and be able to market that vision.

IMPLICATIONS FOR ADMINISTRATOR PREPARATION PROGRAMS:

Administrator preparation programs will provide course work relevant to the duties and responsibilities of an administrator.

GENERAL COMPETENCY III:

Administrative candidates shall be able to connect research and practice. This intersection between research and practice would include, but not be limited to: (a) instruction and the learning environment (instructional leadership); (b) discipline practices; (c) curriculum design; (d) student guidance and development; (e) professional development; (f) measurement and evaluation; (g) resource allocation; and (h) staff development.

RATIONALE:

The administrator as instructional leader must have an empirical knowledge base to guide his/her decision-making concerning best teaching practices within the school. Administrators must understand the learning and motivational styles of their students in order to help teachers tailor their own teaching styles to best meet the educational needs of students. In effect, the administrator must know his/her audience and how to best reach them to maximize learning.

WHAT THE PRINCIPAL CANDIDATE WILL KNOW:

1. The major findings of research on instruction and student learning and how those findings translate into school programs.
2. The implications of learning style and instructional design for students and staff.
3. How instructional objectives, school scheduling, teaching strategies, and organizational structure may affect student performance, in order to improve and enhance school programs.
4. The recruitment and selection of individuals through fair employment practices whose skills best match the positions' requirements.
5. Appropriate methods for assessing the effectiveness of programs within the school setting in order to support effective programs or renew and improve those requiring change.
6. The relationship between school plant and instructional programs and how they affect faculty collegiality.
7. The use of technology in education, both in classroom training and the business management of organization.
8. The value of professional development opportunities that update and support current national education practices and alternative management styles.

WHAT THE PRINCIPAL CANDIDATE WILL BE ABLE TO DO:

1. Identify those who have skills which would add to the effectiveness of the school and utilize the expertise of those individuals.
2. Promote behavior management skills which provide for a safe environment in which learning can take place.
3. Demonstrate and apply knowledge of school/community relations, school business partnerships, and related public service activities.
4. Develop strategies for educating students which best meet their career and/or personal needs.
5. Facilitate the core curriculum design and delivery systems for school sites.
6. Organize teacher teams in the design and delivery of curriculum and instruction at the school site.
7. Participate in a curriculum or program design project using available research as a guide for an actual product to be used at the school site.
8. Provide training and assist teachers with the identification and use of resources associated with the cultural and linguistic needs of students.
9. Implement alternative management models within school settings.
10. Implement and maintain developmentally appropriate educational programs that create a climate conducive to implementing programs that meet and/or exceed professionally recognized standards.
11. Facilitate staff inquiry into practice, refining of skills, and synthesis of knowledge in collaboration with peers to foster a change model or norm of continuous site improvement.
12. Facilitate scheduling of time during the work day for staff members to learn and work together to accomplish the school's mission and goals.
13. Participate in a program evaluation process, formative and summative, that is ongoing; includes multiple sources of information, focuses on all levels of the organization; and provides the follow up necessary to ensure improvement.
14. Participate in formative and summative evaluation processes that are on-going and might include but not be limited to peer coaching, collegial support groups, mentoring, study groups, and video-taping teachers.
15. Provide leadership training in site-based decision making.

WHAT THE SUPERINTENDENT CANDIDATE WILL KNOW:

1. Curriculum planning which anticipates occupational trends and how that curriculum may correspond to the students' lifelong learning needs.
2. Strategies to ensure that the diversity of religion, ethnicity, and way of life in the district are not negatively impacted.

WHAT THE SUPERINTENDENT CANDIDATE WILL BE ABLE TO DO:

1. Facilitate the design of a core curriculum and delivery system for school sites.
2. Develop, implement, and monitor change processes to improve student learning, adult development, and climates for learning.
3. Develop a process for administrator and faculty input into district curriculum, in order to ensure appropriateness, scope, and context.

IMPLICATIONS FOR ADMINISTRATOR PREPARATION PROGRAMS:

Administrator preparation programs shall emphasize the findings of research in preparing administrators to be instructional leaders, site-based managers, and facilitators in policy decision making at the site and district level. Collaborative projects between the administrator preparation programs and individual school sites are encouraged.

GENERAL COMPETENCY IV:

Administrative candidates shall consider the developmental levels and needs of all school-age children. Administrators shall exhibit an appreciation of the diversity students bring to the classroom, thus increasing mutual understanding and better meeting the educational needs of children. Furthermore, administrators shall demonstrate a theoretical and practical understanding of the role that their own attitudes, biases, and preconceptions play in their interactions with students, colleagues, and the larger community.

RATIONALE:

In order for schools to most effectively educate students, administrators must have in-depth knowledge of the developmental levels and needs of the populations with which they will serve. When administrators recognize and understand the range of cultures and learning differences that students bring to the school setting, they can better utilize both in productive ways to enhance their own and other students' appreciation of diversity. In doing this, administrators better meet the educational needs of children who encounter an increasingly diverse society and global economy.

WHAT THE PRINCIPAL CANDIDATE WILL KNOW:

1. Developmental levels of children, in order to facilitate the preparation of curriculum, programs, and school organization which are appropriate to the individual needs of students.
2. How to interpret and use testing/assessment results to improve education.
3. Alternative methods of monitoring and evaluating student achievement based on objectives and learner outcomes.
4. How motivation can affect the instructional process.
5. Classroom management theories and techniques.
6. Multicultural and ethnic inclusion strategies which can be implemented at the school site.
7. How to recognize the needs of students and staff in preparing and/or utilizing the physical facilities.
8. The needs and rights of students with disabilities.

WHAT THE PRINCIPAL CANDIDATE WILL BE ABLE TO DO:

1. Implement and maintain special education programs that communicate and fulfill the laws, policies, and regulations that govern these programs.
2. Mediate conflict among regular educators, special educators, and parents to make ethical decisions that benefit the student.
3. Foster a supportive school climate for students with disabilities, students of diverse cultural backgrounds, and students of varying developmental or socioeconomic levels through awareness, sensitivity, behavior, and active involvement in all aspects of the education process while assisting teachers in modifying instruction to facilitate the academic achievement of all students.
4. Support the roles and responsibilities of all individuals working together in teams to collaboratively plan educational programs which facilitate problem solving and decision making and create a multidisciplinary curriculum for all children.
5. Facilitate the identification of programs that meet the needs of students and direct them on a career path that enables them to become lifelong learners.
6. Facilitate the development, implementation and monitoring of change processes to improve student learning.
7. Promote instructional approaches that attend to learning differences, language differences, and diversity in the classroom and reflect acceptance and respect for all students.
8. Provide school staff with ongoing systematic, comprehensive, professional training in non-bias curricula.
9. Develop and facilitate student assistance programs for addressing the needs of at-risk children.

IMPLICATIONS FOR ADMINISTRATOR PREPARATION PROGRAMS:

Administrator preparation programs shall prepare administrators to facilitate the implementation of programs for all students.

GENERAL COMPETENCY V:

Administrative candidates shall demonstrate knowledge and skills which are relevant to their duties and responsibilities during the clinical experiences and the residency phase of their career.

RATIONALE:

Coursework alone cannot provide administrative candidates with the skills needed to be successful in assuming leadership roles within the school setting. Clinical experiences will help bridge the gap between what is learned in the classroom and what is expected on the job.

WHAT THE PRINCIPAL CANDIDATE WILL BE ABLE TO DO:

1. Demonstrate competency in a variety of experiences in district or building level operations, management techniques, curricular implementation, and budget preparation.
2. Develop effective recruitment and selection strategies regarding school personnel.
3. Develop effective in-service site-based programs for training school personnel to meet the school and/or district's educational policy and/or goals.
4. Demonstrate the ability to work effectively with human diversity in a variety of settings, socioeconomic levels, cultural and ethnic backgrounds, and in programs serving students with exceptionalities.
5. Identify one's own strengths and weaknesses through participation in an on-going self-evaluative process with guidance from credentialed mentors in administration, the classroom, and the university for purposes of addressing identified weaknesses to improve performance.

IMPLICATIONS FOR ADMINISTRATOR PREPARATION PROGRAMS:

Administrator preparation programs in collaboration with the public school districts need to offer administrative candidates field experiences with varying socioeconomic levels, cultural backgrounds, and students with diverse needs.

GENERAL COMPETENCY VI:

Administrative candidates shall have an awareness of formative and summative domains of evaluation and an understanding of various staff evaluation techniques.

RATIONALE:

In order for administrators to help teachers improve instruction, administrators should study, observe, and practice supervisory behaviors.

WHAT THE PRINCIPAL WILL KNOW:

1. The different phases of an evaluation-planning conference, classroom observation, and feedback conference.
2. Collaborative and consultative skills to be used in conferences with teachers and in their observations of performance.
3. Issues, problems, and competencies associated with staff evaluations.
4. The roles and responsibilities of all staff evaluations.
5. Current research of evaluation techniques and their effectiveness.

WHAT THE PRINCIPAL WILL BE ABLE TO DO:

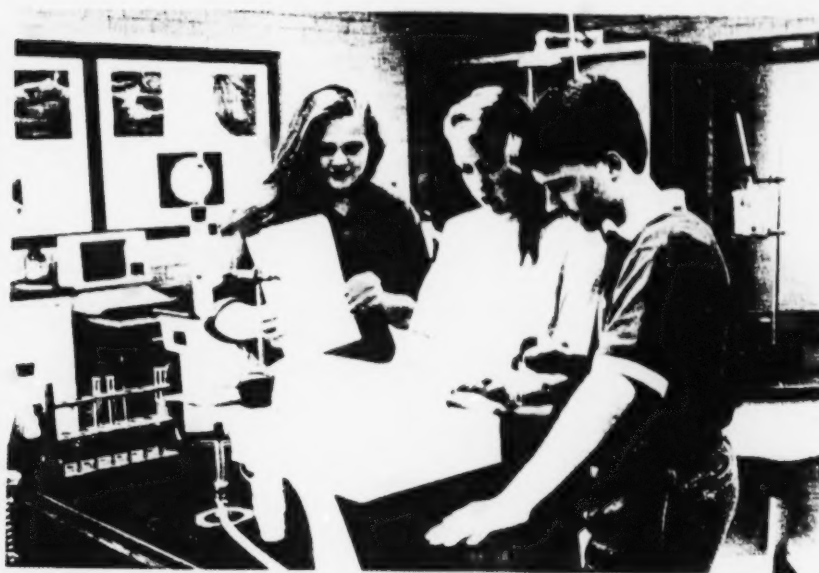
1. Use a variety of evaluation and supervisory strategies.
2. Effectively use consultative and collaborative skills to work with staff members to develop their Individual Professional Development Plan.
3. Manage time effectively in order to be able to observe staff members not only in the classroom but also in school activities, working with colleagues, conferencing with parents and engaging in professional growth activities.

IMPLICATIONS FOR PRESERVICE ADMINISTRATOR PREPARATION PROGRAMS:

Administrator preparation programs shall emphasize the development of administrative evaluation competencies.

"Developments in accreditation, licensure, and certification are coming together to shape the teaching profession much the way medical education and medicine were shaped by the professionalization movement of the Progressive Era."

*Arthur Wise, President
National Council for Accreditation
of Teacher Education,
State Policies to Improve the Teacher Workforce,
Recruiting New Teachers and National
Conference of State Legislatures, 1993*



LICENSURE AND CERTIFICATION

Introduction

The Oklahoma Commission for Teacher Preparation envisions both short-term and long-term goals in regard to licensure and certification in Oklahoma.

The focus of the latter should be to establish a certification system which allows for seamless movement to different age levels based on teachers' abilities to demonstrate competency in an area. Emphasis should be placed on eliminating the duplication of requirements. The Commission endorses the following immediate licensure and certification recommendations for teachers and administrators in Oklahoma.

"The Oklahoma Commission for Teacher Preparation envisions a certification system which allows for seamless movement to different age levels based on teachers' abilities to demonstrate competency in an area."

- Certification requirements for all teachers and administrators, whether they enter the field through a traditional program or an alternative route, should be consistent with the competencies outlined within the Commission's report;
- A five-tier certification system (PK-3, 1-8, 5-8, 7-12, and K-12) should be created. Traditional barriers to additional certification shall be removed by following a competency based system*;
- An appropriate certification system reflecting developmental levels shall be created no later than the year 2000. The assessment system for the various certification levels shall be designed no later than the year 2000 to ensure that teachers and administrators have the appropriate competencies to deal effectively with the developmental levels of children for whom they are responsible;
- Licensure and certification should be consistent with assessment in each content area;

*Adolescence is a key period in all students' lives and deserves unique attention to ensure such children do not become the state's future dropouts, unemployed and criminals. Teachers choosing either the 1-8 or 7-12 certification categories shall have additional preservice training for dealing with adolescents, ages 10-15. Teachers having either an elementary or secondary certification, who are expected to teach adolescent students, need special skills in order to recognize the pressures adolescents face and to successfully teach children coping with sometimes turbulent changes in their lives. More stringent competencies shall be developed for the specific 5-8 middle level specialist certification program. The rationale for establishing separate middle level certification is that early adolescence is a time of significant growth and change.

- Paraprofessional certification requirements should be consistent with teacher competencies in order to allow for flexibility of movement by such individuals into preservice preparation programs;
- The entire certification system should be evaluated and streamlined in order to eliminate irrelevant categories. Attention should also be given to provisional certification levels and endorsements; and
- Further study be done regarding the licensure and certification requirements appropriate for counselors.

In the area of special education, the Commission offers both immediate recommendations and long-term goals for certification requirements. The immediate recommendations are to create a general special education certificate with endorsements such as the following: Mild-Moderate Disabled (K-12); Severe-Profound/Multiple Disabled (K-12); Blind/Visually Impaired (B-12); Deaf/Hearing Impaired (B-12); and Early Childhood (B-3).

The long-term goals envisioned by the Commission for special education certification include issues and concerns in the following areas:

- Greater collaboration at the preservice level between colleges of regular education and special education faculty with the focus on consistency of requirements between the two programs;
- Certification requirements of related service personnel such as speech/language therapists, psychomotrists, school psychologists, occupational therapists; physical therapists, school nurses, and social workers should be reviewed for appropriateness; and
- Paraprofessional certification should correspond to the state's special education endorsement areas.

"The real reformers are in the schools and communities of this country now. If they cannot be trusted to lead the reform, no amount of external mandates and controls will work."

*Routes of Reform: Challenging the
Assumptions that Control
Change in Education*



TRAILBLAZER SCHOOLS AND MODEL LEARNING PROGRAMS

Introduction

As the Oklahoma Commission for Teacher Preparation has undertaken its responsibilities, it has become increasingly clear that new state incentives are needed to encourage innovation at the school site level which enhances student learning and performance. The Commission believes such a mechanism should be voluntary, begin at the local level, and complement the preparation and continuous education recommendations advocated in the report.

The Commission supports the view that *education reform must be seen as a process, not a product*, which is constantly being redefined by what works and what does not. The standard for what works must be: Does the program significantly increase students' learning?

With this in mind, the Commission would like to propose that the State Legislature establish and fund a "trailblazer schools program and a model learning program" through the State Department of Education. The Commission believes the aforementioned programs represent bottom up approaches for school reform. Trailblazer schools are defined as schools which are seeking excellence by adopting innovative comprehensive site improvement plans to foster student achievement. Model learning programs are defined as programs designed and implemented by school education professionals to test whether their establishment enhances student learning. Accordingly, when disseminated statewide, a multiplier effect will result as other schools seek to adopt and/or adapt a given school's site improvement plan or program tailored to their own school's particular needs.

"The Commission supports the view that education reform must be seen as a process, not a product, which is constantly being redefined by what works and what does not. The standard for what works must be: Does the program significantly increase students' learning?"

State funding for trailblazer schools and model learning programs would be available to all school districts for a period of up to 36 months. Selection criteria common to both programs include:

- Clearly defined goals and standards;
- Development of definitive work products (site improvement plan; progress reports; videotape demonstration of site operation/program in action);

- Active community and constituent involvement;
- Collaboration by teachers, administrators, higher education representatives, students, parents/families, and community throughout the process;
- Development and the use of an assessment mechanism to determine progress in meeting outlined goals and objectives;
- Agreement by the local site or district to match a portion of the state funds (Note: An in-kind match would be acceptable);
- Development of an in-service training plan to be provided to personnel at the site who will participate in the project;
- Agreement to disseminate results of the project to other school districts and provide appropriate technical assistance as required;
- Explanation of how the school or program will affect other schools or programs in the district or individual school site; and
- Formal support by the school district.

In regard to trailblazer schools, school sites would be required to submit a site improvement plan which would: (1) evaluate the population served at the site and their particular needs; (2) outline how the scheduled school day and year enhances student learning; (3) indicate how decision making would be shared; (4) outline the staffing pattern and how that pattern enhances or supports the site's goals to increase student learning; (5) outline how the curriculum design enhances or supports the site's goals and objectives to increase student performance; (6) indicate how funds might be utilized to meet special needs of students (help for substance abuse, violence, family, etc.); (7) demonstrate how technology can be utilized effectively to enhance student performance and teaching; and (8) utilize appropriate entities within and outside the school.

The trailblazer schools program and the model learning program each emphasize innovation, flexibility, and collaboration at the local school level; accountability at the state and local level; dissemination of results, good or bad; and strict emphasis on improved student achievement. In conclusion, the Commission believes the existence of the proposed state programs and related funding will provide incentives for districts to re-examine their own educational programs in determining whether they are fully meeting the needs of students. As stated throughout this introduction, putting the learner first, as advocated by the Foundation for Excellence Alumni Council, must be the central tenet of the "trailblazer school program and the model learning program."

"Our extensive knowledge base about teaching and assessment should be thought of as more or less appropriate to people in different stages of their development . . . We may not be able to speed up the trip very much because extensive experience is fundamental to development, but we certainly ought to nurture those willing to undertake the journey by providing the training and evaluation that is appropriate to their level of development."

*David C. Berliner, Professor
Arizona State University,
Implications of Studies of Expertise in Pedagogy for
Teacher Education and Evaluation, 1990.*



BEST COPY AVAILABLE

ASSESSMENT

Introduction

The Oklahoma Commission for Teacher Preparation endorses the redesign and development of a new multi-level assessment system. The Commission believes that levels of demonstrated competence should correspond to career levels (preservice, residency, mastery, and administrative) and that these levels of competence should increase as a result of experience and professional development. The purposes of assessment are to ensure that quality teachers entering and continuing in the profession, as well as to provide ongoing diagnostic information for professional development.

Teacher candidates who have not demonstrated competency through state approved methods of assessment offered by Oklahoma teacher preparation programs may petition for judgment of general education competency, subject matter competency, and pedagogical competency by creating and presenting a portfolio. The portfolio will contain, but is not limited to: work credentials, academic transcripts, job descriptions, relevant work samples, letters of recommendation, other products, and/or documents that provide evidence of meeting each of the preservice competencies and guidelines. The portfolio will also contain evidence of having demonstrated successful completion of: (a) an appropriate assessment of General Education, (b) an appropriate assessment of subject matter and, (c) an appropriate assessment of pedagogical knowledge and performance. The Commission recommends that a Teacher Competency Review Panel (TCRP)* appointed by the Commission and comprised of relevant stakeholders both within and outside the profession be established for purposes of reviewing and acting upon recommendations for certification by petition. The candidate seeking assessment by petition shall be responsible for the costs associated with the review. In the event that a candidate has not met the specified competencies, he/she will be notified of specific competencies not met and the procedure for re-application.

PRESERVICE LEVEL

All teacher candidates must:

- Hold a baccalaureate degree from an accredited college or university; and
- Meet all preservice competencies and guidelines in general education, subject matter, and pedagogy through appropriate assessment prior to assuming teaching responsibilities.**

A. General Education

All teacher candidates must complete a state core knowledge and skills assessment which includes: critical thinking, communications, and computation before they begin teaching.

B. Subject Matter

All elementary, early childhood, and special education teacher candidates must demonstrate competency as a generalist. All secondary or middle level teacher candidates must demonstrate competency in their academic discipline or teaching subject. This is generally achieved by obtaining a concentration, major or minor. Candidates may also demonstrate competency through either a written or oral assessment as appropriate. Every teacher candidate shall have successfully completed the state assessment within his/her area of certification.

*Members selected to serve on TCRP will complete a formal training program that will qualify them in the areas of alternative forms of assessment and professional preparation strategies. The Commission envisions the TCRP to be made up of seven members from a pool of twelve potential members. The specific composition of the individual candidate's TCRP will be consistent as possible with the certification being sought by the candidate. The TCRP will be made up of two teachers, two administrators, two higher education representatives, and one business person or parent, preferably with an educational preparation background.

**Colleges and universities shall, within their institution teacher preparation plans, explain how they will assess candidates in determining whether they have met the subject matter, general education, and pedagogy competencies (Note: These competencies are based on the "General Guidelines" section of the preservice portion of the report). In addition, institution teacher preparation programs should be able to document within their plans how teacher candidates are meeting the aforementioned competencies and what changes were made within their programs to increase effectiveness. The general education, subject matter components, and the pedagogical knowledge and performance may be satisfied through successful completion of appropriate assessment prior to graduation at the baccalaureate level.

C. Pedagogical Knowledge and Performance

All candidates will demonstrate minimum pedagogical knowledge by successfully completing a state assessment test of such knowledge. Teaching performance of pedagogical skills and subject matter knowledge will be demonstrated by candidates successfully completing student teaching through an accredited Oklahoma teacher preparation program and completing a portfolio reviewed by the program's faculty. Such candidate's portfolio must address and provide evidence of the pedagogical knowledge and performance competencies as outlined in the Preservice Teacher Competencies.

Candidates who have not completed a teacher preparation curriculum through an accredited Oklahoma teacher preparation program must successfully complete the state assessment of pedagogical knowledge and petition the TCRP for a judgment of pedagogical performance via the creation and presentation of a portfolio. The portfolio will contain, but not be limited to: relevant work credentials, evidence of teaching experiences in school and non-school settings, and letters of recommendation addressing teaching competence. As such, the portfolio will address general and content-specific pedagogical knowledge and pedagogical performance competencies. The general education, subject matter components, and the pedagogical knowledge and performance portion of the above assessments may be satisfied prior to graduation at the baccalaureate level.

"The Commission believes that the State of Oklahoma can have a teacher and administrative preparation and professional development system only as good as its assessment system."

RESIDENCY LEVEL

The Commission recommends:

- A. A three-year residency in which the teacher receives evaluation during the first year by a mentor team composed of a teacher, administrator, and higher education representative (for the first year of the residency only). In the remaining two years of the residency, the teacher would receive guidance and assistance by the mentor teacher and administrator from his/her mentor team (Note: A teacher would only have one residency period during the teaching portion of his/her career, regardless of additional library or counseling or similar credentials. However, an additional residency is required for candidates during the first year of administration).

At the end of the first year of residency the teacher will be recommended for certification or a second year of licensure by a mentor team. Residency teachers in

their second year who have been certified may apply for recertification. Residency teachers in their second year who are licensed and have been recommended by their mentor team may apply for certification. Residency teachers who have completed two years of licensure and are not recommended for certification by their mentor team shall not be certified to teach. Residency teachers completing their third year of residency shall be eligible to apply for a five-year standard certification.

- B. Appropriate professional development including attending three professional development institutes during the residency period; and
- C. Review by the mentor team to ensure the teacher's completion and compliance with residency requirements outlined within the assessment and in-service portions of the report.

The Commission believes that teachers and administrators must be offered substantial and relevant professional development opportunities. As stated previously in the report, the Commission believes that the best way to ensure such opportunities are realized is to incorporate them as a focus of the educators' individual professional development plan which is to be updated annually.

NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS CERTIFICATION

The Commission recognizes that teachers may achieve a high level of classroom proficiency in a number of ways. One such way is by achieving NBPTS certification. The assessment system associated with certification by the National Board for Professional Teaching Standards is recognized by the Commission as a high quality professional development experience for teachers. The Commission encourages the Legislature to provide funding for teachers for the expense to undergo and complete that assessment process, as well as additional compensation based on successful certification.

ADMINISTRATOR PREPARATION AND PROFESSIONAL DEVELOPMENT

The Commission recommends:

- A. Administrative candidates undergo the screening process outlined in the administrative portion of the report;
- B. Administrative candidates participate in clinical field experiences during their preparation.

- C. Administrative candidates successfully complete an administrator assessment by the appropriate method(s) outlined in the administrator section of the report before being certified as an administrator (Note: This may be a review of the candidate's petition for certification by the Administrator Competency Review Panel).
- D. Administrative candidates participate in a one-year residency program in which the administrator receives guidance and assistance from a mentor team composed of a classroom teacher and two administrators at the same level (Note: Administrators shall only participate in one administrator residency during the administrator portion of their career. Administrators may, however, be involved in two residency periods during their career, one at the teacher level and one at the administrative level.); and
- E. Administrative candidates receive appropriate professional development comparable to that required of teachers during the residency and continuing education phases of their careers.

FUNDAMENTAL PRINCIPLES

Fundamental principles, or assumptions, central to redesigning the new multi-level assessment system include the following:

1. Seamless movement to certification for different age levels based on the teacher's knowledge, competencies, and skills to demonstrate competency within a given area;
2. Emphasis on eliminating duplication of requirements, as stated in the licensure and certification portion of the report;
3. Utilization of the general guidelines and competencies identified in the preservice preparation and the competencies in the administrator preparation sections of this report, forming the basis for the redesign of the new multi-level assessment system;
4. A system allowing persons possessing an undergraduate college degree the opportunity to demonstrate professional competencies through appropriate assessment; and
5. Subject matter and general education competencies applied to teachers, consistent with those competencies expected of students.

For the new multi-level assessment system to be successful, the state education agencies, along with other education stakeholders, including the public, must have a central role in redesigning the system and continually validating the strengths and weaknesses of that system.

The Commission believes that the State of Oklahoma can have a teacher and administrative preparation and professional development system only as good as its assessment system. It is, therefore, the intent of the Commission that the new comprehensive and redesigned multi-level assessment will:

- Ensure that certain agreed upon knowledge or skill competencies are obtained by teacher and administrative candidates;
- Help direct candidates' professional development to improve skills;
- Indicate teachers' or administrators' strengths and weaknesses; and
- Encourage competent teacher and administrative candidates to enter and stay in the profession.

Ultimately, whether the new assessment system is successful will be determined by the quality of the teachers and administrators entering, continuing, and re-entering the profession and such teachers' efforts to increase student performance and workplace success.

PRESENT ASSESSMENT SYSTEM	PROPOSED ASSESSMENT SYSTEM
General Education	
No state assessment for educators of general competencies exists.	All teacher candidates would undergo assessment of general education competencies. A state assessment component of general education would require candidates to demonstrate core competencies in critical thinking, communications, and computation.
Subject Matter	
Teacher candidates are presently assessed for subject matter knowledge.	Teacher candidates would continue to be assessed for subject matter knowledge using a new assessment test.
Pedagogical Knowledge & Performance	
No State assessment for educators of minimum pedagogical knowledge exists.	All teacher candidates would successfully complete a minimum pedagogical knowledge assessment test. Candidates in an accredited teacher preparation program would demonstrate appropriate pedagogical performance by successfully completing student teaching and a faculty-reviewed portfolio. Candidates who have not completed a teacher preparation curriculum through an accredited teacher preparation program would petition the Teacher Competency Review Panel, in order to demonstrate competency in pedagogy performance via the creation and presentation of a portfolio.
Residency	
See Chart, page 75	See Chart, page 75
National Board for Professional Teaching Standards Certification	
Presently no state incentive exists for teachers to undergo NBPTS assessment for certification purposes.	The Commission recommends the Legislature provide funding for teachers who undergo NBPTS assessment and provide additional compensation for teachers who successfully complete such assessment.
Administrator Assessment	
See Chart, page 97	See Chart, page 97

"Education is the heart and soul of creating a competitive work force . . . we must recognize differences among people and have a commitment of serving the needs of all of them."

*Bob R. Etheridge,
Superintendent of Public Instruction,
State of North Carolina,
Education Commission of the State,
1994 National Forum*



CAREER EDUCATION

If the State of Oklahoma is to be successful in preparing all students to meet the work place challenges of the 21st century, then the preparation and professional development of all teachers must change accordingly. Educators can no longer teach either academic subjects or vocational skills in isolation. The needs of students and Oklahoma's finite educational resources demand the state rethink how to: (1) incorporate learning while working; (2) strengthen the connection between what is learned at work and what is learned at school; and (3) link employment and school academics to career ladders.

To garner good jobs in an increasingly global market, the State of Oklahoma must develop a more integrated educational system that provides students' options or pathways to job opportunities.

For too long, the state has essentially had a two-tiered common educational system with students either relegated to college-bound or vocational-education programs. The Commission believes this must change.

The Commission calls upon the State Department of Education, the State Department of

Vocational-Education,

and the Oklahoma State Regents for Higher Education to begin immediate extensive collaboration efforts among themselves with the state business community to develop student competencies which will enable all students to become better aware of job opportunities, explore types of jobs and related skills, and begin developing job application skills.

The Commission views job application skills as not solely applying to vocational-education students or higher academic skills as only appropriate for college-bound students. Oklahoma must begin to develop an integrated seamless educational school-to-work system that makes it possible, indeed desirable, for students to move between the common education system, the higher education system, vocational technical education system, and public and private employers, in order to enhance their competencies and skills.

In an effort to establish such a system, a statewide strategy must be developed among the aforementioned state educational entities to: (1) determine the competencies or skills needed by employers and (2) recruit such employers in assisting in educating and training students.

"Oklahoma must begin to develop an integrated seamless educational school-to-work system that makes it possible, indeed desirable, for students to move between the common education system, the higher education system, vocational technical education system, and public and private employers, in order to enhance their competencies and skills."

The Commission supports the development, implementation, and application of the concept of career education as it applies to all levels of common and higher education and to relevant professional levels of education.

The following recommendations are offered by the Commission to promote and enhance career education:

- Career Education programs should involve employers and local resource people in the instructional phase of teaching at all levels of education.
- There should be job related observation experiences relevant to the prospective teachers' elected teaching fields during the undergraduate studies.
- Teachers should have the opportunity to experience business /industry situations through summer institutes, work study programs, or with mentors.
- Career Education should offer to learners an alternative methodology by the utilization of technology in learning.
- Communication between and among government agencies and the relevant school groups should be promoted.
- There should be a collaborative effort among common schools, vocational-technical schools, two and four year colleges, and other job training programs, to:
- Meet the Career Education needs of all learners.
- Establish common course credit applicable to both academic and/or vocational/business/industrial training certification.
- Develop a cooperative agreement among all schools, including common and vocational, for the utilization of facilities and equipment to meet the learners' needs.
- Establish employer sponsorship and other direct linkages between employers and students.

OKLAHOMA COMMISSION FOR TEACHER PREPARATION MEMBER AND STAFF BIOGRAPHIES

Chairman and Vice-Chairman of the Commission:



Representative Don McCorkell serves as Chairman of the Oklahoma Commission for Teacher Preparation. Representative McCorkell has been a member of the Oklahoma House of Representatives since 1978. He serves as Chairman of the Appropriations Subcommittee on Regulatory Services and the House Economic Development Committee, and is a member of the House Education Committee and the House Rules Committee. He previously served as Chairman of the Teacher Preparation Task Force, and was the House author of House Bill 2246. Representative McCorkell has received numerous honors and awards, including "Outstanding

Legislator Award" from the Oklahoma Alliance on Aging and the "Leadership Award for Economic Development" from the Oklahoma Department of Commerce. He received his B.A. in History and Political Science from the University of Tulsa in 1969 and received his law degree from the University of Tulsa in 1973. A practicing attorney in the area of business finance and economic development, Representative McCorkell is associated, of counsel, with the firm of Williams, Box, Forshee, and Bullard, P.C.



Senator Penny Williams serves as Vice-Chairman of the Oklahoma Commission for Teacher Preparation and as Chairman of the Recruitment, Retention, and Re-entry Subcommittee. Senator Williams has been a member of the State Legislature since 1981, serving in the House of Representatives until 1986, moving to the State Senate in 1987 where she currently serves. She serves as Chairman of the Senate Rules Committee and is a member of the Senate Education Committee and the Senate Appropriation and Budget Subcommittee on Education, the Senate Human Resources Committee, and the Senate Transportation

Committee. Senator Williams serves on the Southern Regional Education Board Executive Committee and as Chairman of the National Conference of State Legislators Arts, Tourism, and Recreation Committee. Previously, Senator Williams served as Vice-Chairman of the Teacher Preparation Task Force, and was the Senate author of House Bill 2246.

BEST COPY AVAILABLE

Commission Members:

Ms. Terry Almon serves as Chair of the Cultivating Talent, Human Development, and Teaching Skills Subcommittee and as Co-Chair of the Model Schools Subcommittee. Ms. Almon is a Vice President of Stillwater National Bank and Trust Company and served as Executive Director and Campaign Manager of the HB 1017 - No Repeal Committee. She is a School Board Member of the Jenks Public School System, serves on the Southwest Educational Development Laboratory Board of Directors, and is a former classroom teacher.

Mr. Wayne Beam serves as a member of the Administrator Subcommittee and Model Schools Subcommittee. Mr. Beam is a principal of the Myers Elementary in the Yukon Public School System. He also serves on the State Department of Education's Educational Professional Standards Board. He is a past president of the Oklahoma Association of Elementary School Principals. Mr. Beam is an active member and officer of the Oklahoma Association of Supervision and Curriculum Development.

Representative Jack Begley has been a member of the House of Representatives since 1989. He serves as Chairman of the House Education Subcommittee of the Appropriation and Budget Committee. He also is a member of the House Education Committee, the House Agriculture Committee, the House Rules Committee, and the House Transportation Committee. Representative Begley for nine years served as a public school teacher, counselor, administrator and coach. He served twenty-four years as a professor, coach, and administrator at Panhandle State University.

Dr. Hans Brisch serves as a member of the Arts, Science, and Subject Matter Subcommittee. Dr. Brisch is Chancellor for the Oklahoma State System for Higher Education. Dr. Brisch has served in other higher education administrative positions, including Associate Executive Vice President and Provost, University of Nebraska, Chief of Staff within the Office of the Governor of the State of Nebraska, Associate Director with the Illinois Board of Higher Education, and Assistant Director of the Public Affairs Institute of the University of Kansas, and teaching and research positions at the University of Alabama, University of Kansas, University of Nebraska, and Nebraska Wesleyan University.

Dr. Dan Cockrell served as a member of the Oklahoma Commission for Teacher Preparation from 1991-1994. A Tulsa Public School teacher for 28 years and an Adjunct Professor at the University Center at Tulsa for Oklahoma State University, Dr. Cockrell served as a member of the Oklahoma Cooperative for Clinical Experiences in Teacher Education, as Research Officer for the Tulsa Chapter of Phi Delta Kappa, and as member of various Tulsa Public School Task Forces, including the Task Force on Restructuring High Schools. He established the New Teacher Network for first year teachers of Tulsa Public Schools. Dr. Cockrell is presently an Assistant Professor in the College of Education at the University of Missouri-Columbia.

Ms. Kyle Dahlem serves on the Overcoming Biases and Understanding Cultures Subcommittee; the Parents As Partners, Community Involvement; and Teamwork Among Schools Subcommittee. Ms. Dahlem is a librarian at Briarwood Elementary in the Moore Public School District. She has twenty-eight years experience in public education, primarily as a librarian or English teacher. She is past president of the Oklahoma Education Association, and is presently a member of the National Educational Association Board of Directors.

Dr. Don Dale serves as a member of the Arts, Sciences, and Subject Matter Subcommittee, the Administrator Subcommittee, and the Career Education Subcommittee. Dr. Dale has been a teacher, principal, or superintendent since 1969, and earned a doctorate in public school administration from the University of Oklahoma. He is Superintendent of the High Plains Vocational-Technical School in Woodward, Oklahoma. Dr. Dale is also an Adjunct Professor with the University of Oklahoma and Oklahoma State University.

Ms. Sandy Garrett is the elected Oklahoma State Superintendent of the Public Instruction and has served as the state Secretary of Education under Governors David Walters and Henry Bellmon. Previously, Ms. Garrett was Executive Director of Educational Programs at the Oklahoma State Department of Education, in charge of Rural Education, Technology, Satellite Education, Gifted Education, Media Applications and Library Resources. Ms. Garrett serves on numerous state, regional, and national education boards and commissions.

Senator Bill Gustafson has been a member of the State Senate since 1990. Senator Gustafson serves on the Senate Agriculture, Senate Appropriations and Budget Committee, the Senate General Government Committee, the Senate Tourism and Recreation Committee, and the Senate Transportation Committee.

Representative James Hager serves on the Cultivating Talent, Human Development, and Teaching Skills Subcommittee. Representative Hager has been a member of the State House of Representatives since 1989. Representative Hager is the Chairman of the House Education Committee and serves as a member of the House Appropriations and Budget Committee, the House Public Safety and Corrections Committee, and the House Revenue and Taxation Committee. He also serves on the General Conference Committee on Appropriations for Education. Representative Hager was a small business owner in Pawhuska for seventeen years.

Ms. Gayle Harlin-Fischer serves as Chair of the Administrator Subcommittee and as Co-Chair of the Licensure and Certification Subcommittee and Conflict in School Working Group. She has been a special education or regular classroom teacher since 1972. She is presently an elementary teacher at Eastside Elementary in the Mid-Del School District. Ms. Harlin-Fischer has a masters degree in education administration, and is working to complete her doctorate at the University of Oklahoma in special education administration.

Mr. George Hatfield serves as Co-Chair of the Licensure and Certification Subcommittee and as member of the Cultivating Talent, Human Development, and Teaching Skills Subcommittee, and the Administrator Subcommittee. He has been a superintendent, principal or classroom teacher since 1971. Mr. Hatfield is Superintendent of the Purcell Public School System. He also is past president of the Oklahoma Association of School Administrators. Mr. Hatfield is working to complete his doctorate of education at the University of Oklahoma.

Ms. Stephanie Hawkins* is a social studies teacher at Jefferson Middle School in the Oklahoma City Public School District. She has been an educator since 1978, as a physical education teacher, coach, social studies teacher, and staff development specialist. From 1990 to 1994, she served as the Staff Development and Training Specialist responsible for supervising Oklahoma City Public School System's Entry-Year Assistance Program. In that position, Ms. Hawkins created the district's New Teacher Handbook, the in-service workshop curricu-

lum for such teachers, and taught numerous workshops. During the 1989-90 school year, Ms. Hawkins was recognized as an Excellent Educator by the Oklahoma City Public School System. Ms. Hawkins is working to complete her masters in education administration from the University of Oklahoma.

Representative Jim Holt* has been a member of the Oklahoma House of Representatives since 1974. He is Vice-Chairman of the House Rules Committee and serves on the House Appropriations and Budget Committee, the House County and Municipal Government Committee, the House Retirement Laws Committee, and the House General Government and Judiciary Subcommittee of Appropriations and Budget. Representative Holt is a Lt. Colonel in the Marine Corps Reserve. He is a veteran of 172 combat missions in Vietnam and was awarded 11 Air Medals, the Vietnamese Cross of Gallantry, and Combat Action Ribbon. Representative Holt is involved in the real estate business and the oil and gas leasing business in the Ponca City area.

Dr. Smith Holt serves on the Arts, Sciences, and Subject Matter Subcommittee. Dr. Holt has previously served on a variety of national and state committees including chairing the University System of Georgia Review Committee on Teacher Preparation and serving as a member of the boards of the National Urban Alliance for Effective Education, the Oklahoma Middle Level Education Association, the OSHRE Teacher Education Review Committee, and the Oklahoma Curriculum Committee for Public School Reform. Dr. Holt also served as Oklahoma's Secretary of Education under Governor Henry Bellmon. Dr. Holt is Dean of the Arts and Sciences at Oklahoma State University.

Dr. Thomas Horne serves on the Arts, Sciences, and Subject Matter Subcommittee. Dr. Horne earned his B.A. from John Hopkins University and his Ph.D. in Political Science from Columbia University. His most recent book is *Property Rights and Poverty*, (University of North Carolina Press, 1990). He directed the Honors Program at The University of Tulsa from 1989 to 1994. Currently, he is Professor of Political Science and Dean of the Henry Kendall College of Arts and Sciences at The University of Tulsa.

Dr. Kenneth King serves as member of the Arts, Science, and Subject Matter Subcommittee; the Cultivating Talent, Human Development, and Teaching Skills Subcommittee; the Licensure and Certification Subcommittee; the Assessment Subcommittee; Models Schools Subcommittee; the Recruitment, Retention, and Re-entry Subcommittee; the Conflict in Schools Working Group; and the Career Education Working Group. During the course of his career, Dr. King has served as a teacher, an administrator, faculty member, and college dean and on several state and national committees or boards.

Ms. Silvya Kirk serves as Co-Chair of the Conflict In Schools Working Group and serves as a member of the Overcoming Biases and Understanding Cultures Subcommittee; the Parents As Partners, Community Involvement, and Teamwork Among Schools Subcommittee; and the Licensure and Certification Subcommittee. Ms. Kirk has been a teacher, curriculum specialist, and administrator in the Mid-Del Public School District since 1988. She is Assistant Principal at Carl Albert High School.

Mr. Richard Logan serves as Co-Chair of the Model Schools Subcommittee and as a member of the Arts, Science, and Subject Matter Subcommittee, the Cultivating Talent, Human Development, and Teaching Skills Subcommittee; and the Assessment Subcommittee. Mr.

Logan has been a high school teacher in the Mid-Del Public School District since 1972. Previously, Mr. Logan served as past president of Mid-Del Association of Classroom Teachers 1990-92 and on the Teacher Preparation Task Force.

Senator Ed Long has been a member of the State Senate since 1988. He serves as Chairman of the Education Committee and is a member of the Senate Appropriation and Budget Subcommittee on Education, the Senate Human Resources Committee, the Senate Transportation Committee, and the Senate Wildlife Committee. Senator Long is the former chairman of the Oklahoma State University and A&M Colleges Board of Regents; member of the Wheat Commission; and past president of the Ag/Rural Council. He was named Man of the Year in Service to Oklahoma Agriculture, 1987; Public Service Award by the Higher Education Alumni Council of Oklahoma, 1984; Outstanding Service Award from the Omicron Delta Kappa National Honor Society; OSU, College of Agriculture, Distinguished Alumni, 1990; and Rotary Paul Harris Fellow.

Ms. Janice Martin serves on the Parental and Community Involvement Subcommittee. She is a past president of the Board of Directors of CREOKS, her local mental health organizations, which is involved in developing alternative choices in education for troubled youth. Previously, Ms. Martin was a classroom teacher for fourteen years, Executive Director of the Okemah Public School Foundation, trustee for the Oklahoma Foundation for Excellence; served on the Parent Committee of the Okemah Noble Middle School, and was past president of the Okemah Education Association. She obtained a master's degree in education at the University of Oklahoma.

Dr. Larry McKinney serves as Chair of the Career Education Working Group and a member of the Arts, Science and Subject Matter Subcommittee and the Administrator Subcommittee. Dr. McKinney is an Adjunct Professor at Oklahoma Baptist University, a former science teacher, State Sciences Supervisor with the State Department of Education, and principal with the Okemah Public School District. He is the past president of the Wewoka Classroom, Oklahoma Science Teachers Association and the Council for State Science Supervisors.

Dr. Mary Meritt serves as Chair of the Assessment Subcommittee and as member of the Arts, Science, and Subject Matter Subcommittee; the Cultivating Talent, Human Development and Teaching Skills Subcommittee, and the Administrator Subcommittee. She has been a principal, counselor, or classroom teacher since 1966. Dr. Meritt has served on numerous education committees at the national and state level and served as an Adjunct Professor at Oklahoma State University. Dr. Meritt has been a Top Five Finalist for Oklahoma Teacher of the Year, was named the Oklahoma Association of Secondary School Principals "Administrator of the Year," and received the Administration Award from the Boren Foundation for Excellence.

Mr. Ray Pearcey serves as Chair of the Overcoming Biases and Understanding Cultures Subcommittee and as a member of the Arts, Science, and Subject Matter Subcommittee. Mr. Pearcey is an education, technology and business consultant who has worked extensively with the Mayo Demonstration School in the Tulsa Public School System.

Dr. Roy V. Peters, Jr. serves as member of the Career Education Working Group. He is the Director of the Oklahoma Department of Vocational-Technical Education. Dr. Peters is a member of the Executive Committee of the Oklahoma Academy of State Goals,

serves on the Oklahoma Chamber of Commerce's Board of Directors, Task Force 2000, the State Education Coordinating Council, and the State Job Training Coordinating Council. He also served on the Oklahoma Teachers' Retirement System Board and the Stillwater Chamber of Commerce Board. He is currently Chair of the Graphic Arts Council of Oklahoma. Dr. Peters was a member of the 1991 class of Leadership Oklahoma. He is past president of the Oklahoma Vocational Association and the National Association of State Directors of Vocational-Technical Education.

Ms. Rita Ryan serves as Chair of the Parental and Community Involvement Subcommittee and as member of the Arts, Science, and Subject Matter Subcommittee; the Licensure and Certification Subcommittee; the Assessment Subcommittee; and the Models Schools Subcommittee. She has been a middle school teacher since 1965 teaching Language Arts, Reading, or Science. She was named Teacher of the Year of Irving Middle School in the Norman Public School District. Ms. Ryan serves on the State Department's Middle Level Task Force, the Oklahoma Middle Level Educator Association Board of Directors, and on the National Board for Professional Teaching Standards' General Assessment Standards committee.

Senator Bernice Shedrick has been a member of the State Senate since 1980. She served as Chair of the Senate Education Subcommittee, and the Senate Chair of the General Conference Subcommittee on Appropriations for Education. She also served on the Senate Judiciary Committee and the Senate Rules Committee. Senator Shedrick is a former teacher and practicing attorney.

Ms. Deborah Taggart serves as Chair of the Arts and Science Subcommittee and a member of the Conflict in Schools Working Group. Ms. Taggart, a former school teacher, serves as a parental representative for the Commission. She has served in numerous local civic organizations in the Tulsa area and on several state committees and commissions including the Teacher Preparation Task Force. Presently, Ms. Taggart is serving as Chair of the Oklahoma Commission for Children and Youth, and is employed by the Oklahoma Conference of Churches as editor of the newsletter, Impact. Prior to her commitment as a child health service provider for the Association of Junior League International, she served on the Board of Directors of the Junior League, Inc. of Tulsa.

Ms. Kathleen Tall Bear* is a junior attending Southwestern Oklahoma State University in Weatherford, Oklahoma. She is working to complete her B.A. in Elementary Education with an endorsement in Spanish. Ms. Tall Bear is the recipient of a Future Teacher Scholarship and has been named to the National Dean's list for 1992-93. She is currently Vice-President of the Student Oklahoma Education Association and recently authored a grant from the National Education Association to help provide educational and mentor support for at-risk Native American Junior High Students. Ms. Tall Bear serves as Secretary of the Weatherford Johnson O'Malley Indian Education Committee, as a teacher's aide for a fourth grade class, and as Co-Youth Director for the Local Indian Baptist Church.

Ms. Debbie Thionnet serves as a member of the Cultivating Talent, Human Development, and Teaching Skills Subcommittee, the Overcoming Biases and Understanding Cultures Subcommittee, the Parental and Community Involvement Subcommittee, the Licensure and Certification Subcommittee, and the Recruitment, Retention, and Re-entry Subcommittee. She has been an elementary classroom teacher in the Holdenville Public School District since 1990, teaching third grade and transitional first grade. Ms. Thionnet also served as library

director at the Grace M. Pickins Public Library in Holdenville, Oklahoma.

Mr. James Tolbert, III served as chairman of the Higher Education Task Force which issued a comprehensive report on higher education titled: "Oklahoma's Secret Crisis". He was also a member of Task Force 2000. Mr. Tolbert is Chairman and President of the First Oklahoma Corporation.

Ms. Janis Updike-Walker serves on the Cultivating Talent, Human Development, and Teaching Skills Subcommittee; the Overcoming Biases and Understanding Cultures Subcommittee, and the Model Schools Subcommittee. Ms. Updike-Walker is the past president of the Oklahoma Association of Youth Services and Southwest Network of Youth Services. Ms. Walker has served as a state, regional, and national consultant for alternative education programs. She also is an adjunct professor for the University of Oklahoma in its Masters in Human Relations program. Ms. Updike-Walker presently serves as Director of Alumni and Development Services at the University Center at Tulsa.

** Indicates members named to the Oklahoma Commission for Teacher Preparation after the report was approved in October, 1994.*

Commission Staff:

Mr. David M. Ligon is Executive Director of the Oklahoma Commission for Teacher Preparation. Mr. Ligon's responsibilities include staffing the Commission and its various subcommittees and working groups. His duties include preparing the Commission's teacher preparation and professional development plan and acting as chief administrative officer of the agency. Previously, he worked as a Senior Policy Analyst for the Oklahoma House of Representatives. He is a former secondary classroom teacher and a graduate of the University of Oklahoma, where he received his B.A. in Education and a Masters in Public Administration.

Ms. Phyllis Mazurek is an Administrative Assistant to the Executive Director. Ms. Mazurek's responsibilities include assisting the Executive Director in all administrative functions related to the Commission. Ms. Mazurek serves as the agency's liaison regarding Administrative Rules, the Ethics Commission, the Office of Personnel Management, and the Employees Benefit Council. Previously, Ms. Mazurek was employed by the Oklahoma House of Representatives and the Oklahoma Department of Environmental Quality.

GLOSSARY OF TERMS

Administrator - A person in the educational setting who exhibits leadership qualities and a talent for managing and organizing and who may or may not have received formal training in a graduate program in educational administration at the university. The administrator completes a degree-oriented program, meets the assessment requirements for a certificate, and participates in an internship and/or ongoing professional development.

At-Risk - A child who is not currently identified as having a disability or handicap, but is considered to have a greater than usual chance of developing a disability.

Biases - Predisposition toward or against groups of people or ideas. Such predispositions respectively enhance or impede interaction with groups or consideration of ideas.

Cognate Subject Matter Area or Discipline - A discipline which is complementary to and closely allied in nature, content, and structure to another discipline (For example: history and political science; math and physics; botany and zoology).

Cognitive and Physical Disabilities - Challenges or limitations of mental and/or physical, and/or emotional in nature, including sensory disabilities.

Collaboration - Extensive sharing and managing of information by the stake holders in education through multiple types of forums—both formal and informal. Educators abandon old traditions of professional isolation by communicating with and supporting one another in educational efforts.

Collaborative Teaching - Utilizing a collegial decision-making process involving joint planning and active participation by all appropriate experts directed toward a common purpose with compatible procedures. Often collaborative teaching involves shared instructional responsibilities for the same group of students studying closely related topics or themes.

Colleague - A professional associate.

Community Collaboration - Students, parents, educators, and members of the community work together to meet the intellectual, social, emotional and health needs of young people in the school setting.

Community - A social group sharing common characteristics or interests and perceives itself as distinct in some respect from the larger society within which it exists. The educational community includes, but is not limited to, families, schools, civic groups, youth service organizations, public and private health agencies, towns, individuals, and private businesses - utilized to benefit young people and adults in the community.

Community Hub Schools - A community hub school is a school that integrates education, medical, and/or human services that are beneficial to meeting the needs of children and their families on school grounds or in locations which are easily accessible. Community hubs may make use of an extended school day in order to incorporate instructional activities with social experiences that are carefully designed to strengthen the child's identification with school and academic work and to include the family and community services in the child's educational process.

Competencies - Possession of required skill, knowledge, qualification or capacity.

Computer Literacy - Shall be demonstrated by the ability to: 1) use a computer as a word processor; 2) use a spreadsheet, grading program, or other computer programs appropriate for a teacher; 3) use a computer to access a computer bulletin board and an on-line information service; and 4) perform routine computer system tasks, such as installing a program and copying, deleting, and backing up files.

Concentration - A coordinated curriculum that provides the fundamentals and concepts intrinsic to the subject area, a basic understanding of its structure, a body of facts associated with the subject area and the ability of use these facts, and basic skills appropriate and specific to that area. The concentration should be extensive in its scope and achieve rigor in its content.

Continuing Education Unit (CEU) - Structured educational and training experiences for personal or professional development in which participants are assumed to have previously attained a basic level of education, training, or experience and which are recognized and meet the standards set by the Council of Continuing Education.

Cooperative Learning - A way of teaching children to work collaboratively for a common purpose. Fundamental elements of cooperative learning include face-to-face interaction in learning groups, a sense of positive interdependence among group members, individual accountability to the group member, and the teaching of collaborative skills for working together effectively.

Critical Thinking - The ability: 1) to identify and formulate problems; 2) to propose and evaluate solutions to problems; 3) to use inductive and deductive reasoning and to recognize fallacies in reasoning; 4) to draw reasonable conclusions using information from written, numerical and spoken sources, and to distinguish fact from opinion; and 5) to defend conclusions rationally.

Culture - "A universal phenomenon which is socially constructed and dynamic; may be a shared, interactive process by which a group decides what ideas, attitudes, meanings, and hierarchy of values belong to that group; and is the means by which one generation passes on its ideas and thus nourishes the next generation" (Cushner, Human Diversity in Education, 1992, p. 20). Culture comprises "language, status, family, government, laws, traditions, customs, views of nature, views of temporality, and art."

Culture-general Framework - A framework for understanding intercultural interactions. This framework can be "grouped into three broad categories: emotional experiences, knowledge areas, and the basis of cultural differences" (Cushner, 1992, p. 41). These three categories can be found in 18 themes on pages 41-43.

Curriculum Design - Understanding major curriculum design models; interpreting school district curricula; initiating needs analyses; collaboratively planning and implementing a framework for instruction; aligning curriculum anticipated outcomes, monitoring social and technological developments as they affect curriculum; adjusting content as needs and conditions change.

Delegation - Assigning projects, tasks and responsibilities, together with clear authority to accomplish them in a timely and acceptable manner; utilizing subordinates effectively; following up on delegated activities. Delegates should be involved in the decision making in order to reduce perceived barriers between the administration and other organizational levels.

Developmentally Appropriate Practices - The concept of developmentally appropriate prac-

tices consists of the interrelationship between the two dimensions of age appropriateness and individual appropriateness. Age appropriateness indicates that children's educational needs have a universal predictable sequence in all developmental domains (i.e. physical, emotional, social, and cognitive). Individual appropriateness indicates that each child's educational needs have a unique pattern and timing.

Disability - Condition characterized by loss of physical functioning or difficulty in learning and social adjustment that significantly interferes with normal growth and development, as defined by the Americans with Disabilities Act (ADA), "A person with a disability has a physical or mental impairment that substantially limits the person in some major life activity."

Discipline - An established branch of learning or instruction, also known as a field of study, or subject area (e.g. math, history, chemistry, art, and English). A broad field of study combining subject matter normally taught in several related disciplines, such as social studies or natural science, is not considered to be an established discipline for the purposes of teacher preparation.

District Administrator - Administrator within the school district who is assigned and trained as part of the "mentor team."

Diversity (pluralism) - "Encompasses not only those individuals whose ethnic heritage originates in another country" (Cushner, 1992, p. 24) or whose racial designation differs from that of the dominant racial group of this nation; "but also those among us who may have special educational and other needs (the person with hearing impairment, the person with visual impairment, the person with mental retardation, etc.); those who may share significantly different lifestyles (rural and urban children, children who live in extreme poverty, drug dependents); those whose identity is critically influenced by their gender; and those who are significantly influenced by variations in class and religion."

Educator - Teacher candidates, teachers, counselors, media specialists, school nurses, special education teachers, paraprofessionals, administrators, and other school personnel actively engaged in the process of educating students.

Ethnic Group - Human groups who share a common historical heritage, history, celebrations and traditions, (nationality),...and language" (Cushner, 1992, p. 22).

Exceptional Children - Those whose physical attributes and/or learning abilities differ from the norm, either above or below, to such an extent that an individualized program of special education is indicated.

Facilitators - Educators, parents, and community volunteers who help to guide students and other educators in the learning process.

Family - A group of persons that most often live in the same household for the management thereof and constitute a fundamental social unit in civilized society. A family consists of parents and children or may include immediate kindred or other persons responsible for the well-being of the social unit.

Governance - A sense of ownership and commitment on the part of the people who work and learn in the school setting and who participate in the decision-making process in such areas as goal setting, budget priorities, school climate, curriculum and instruction, staff development programs and coordination of activities and programs.

Handicap - Limitations imposed on an individual by the environment and his or her capacity to cope with those limitations.

Higher Education Representative - College professor trained and assigned to the "mentor team" of a student teacher or residency teacher.

Implementation - Making things happen; putting programs and change efforts into action; facilitating coordination and collaboration of tasks; establishing project checkpoints and monitoring progress, providing "midcourse" corrections when actual outcomes start to diverge from intended outcomes or when new conditions require adaptation; supporting those responsible for carrying out projects and plans.

Inclusion - An emerging concept in special education which does not enjoy a common definition throughout the profession. It involves the provision of all special education and related services in the regular classroom and follows these principles:

Zero-reject - Special education services for students with disabilities are provided in the regular classroom.

Home-school - All students with disabilities receive their education at the attendance center associated with their residence.

Natural proportions - Students with disabilities are placed in regular education classrooms at a rate consistent with the incidence rate of the disability within the population (generally, no more than one or two per classroom).

Age-appropriate - Students with disabilities are enrolled in age-appropriate classes.

Regular education/special education collaboration - Primary responsibility for providing educational services for students with disabilities rests with the regular education teacher, with support provided by special education professionals and related service staff through a transdisciplinary service delivery approach. **Ability awareness** - Services are designed to build on the strengths displayed by the student with a disability to enhance general development and the ability to develop and maintain peer relationships.

Information Collection - Gathering data, facts, and impressions from a variety of sources about students, parents, staff members, administrators, and community members; seeking knowledge about policies, rules, laws, precedents, or practices; managing the data flow; classifying and organizing information for use in decision making and monitoring.

In-Service - The period of time beginning at graduation from college continuing throughout the career of a teacher.

Instructional Leadership - Effective instructional leaders have five essential qualities which describe their behaviors in the school setting - defining a mission, managing curriculum and instruction, supervising teaching, monitoring student progress, and promoting an effective instructional climate.

Instruction and the Learning Environment - Creating a school culture for learning; envisioning and enabling with others, instructional and auxiliary programs for the improvement of

teaching and learning; recognizing the developmental needs of students; ensuring appropriate instructional methods; designing positive learning experiences; accommodating differences in cognition and achievement; mobilizing the participation of appropriate people or groups to develop these programs and to establish a positive learning environment.

Interdisciplinary Teaching - Combining or involving two or more academic disciplines or fields of study. Interdisciplinary teaching is instruction that emphasizes the connections and the interrelations among various areas of knowledge. In its broadest sense it is designed to help students to "see life whole," to integrate and make sense out of the myriad of experiences they have both in school and in the world-at-large.

Interdisciplinary Teams - Composed of colleagues who teach different subjects, but share the same group of students and consistently plan team-related educational activities and programs.

Internship - A culminating learning experience of the candidate in educational administration designed to allow the candidate to develop and demonstrate competence. The internship should be jointly planned by cooperating school districts and the faculty at the institution of higher education.

Interpersonal Sensitivity - Perceiving the needs and concerns of others; dealing tactfully with others; working with others in emotionally stressful situations or in conflict; managing conflict; obtaining feedback; recognizing multicultural differences; relating to people of varying educational and economic backgrounds.

Judgment/Ethics - Reaching logical conclusions and making high quality, timely decisions based on the best available information; exhibiting tactical adaptability; giving priority to significant issues; using ethical considerations to guide decision making.

Leadership - Providing purpose and direction for individuals and groups; shaping school culture and values; facilitating the development of a shared vision for the school; formulating goals and planning change efforts with staff and setting priorities for one's school in the context of community and district priorities and student and staff needs.

Learning/Teaching Styles - Research-derived teaching patterns including the characteristics that teachers bring to the classroom, elements of the setting in which teaching-learning occurs, actual behaviors and interactions that occur in day-to-day instructional activities and pupil changes on a dimension of interest, such as academic achievement or self-esteem. Varied teaching styles may be matched with varied learning styles.

Least Restrictive Environment - Public law 94-142 (passed by the federal government in 1975) supports each child's right to be educated in the least restrictive environment (LRE). It stipulates that: to the maximum extent appropriate, handicapped children, including children in public or private institutions or other care facilities, are educated with children who are not handicapped, and that special classes, separate schooling, or other removal of handicapped children from the regular educational environment occurs only when the nature or severity of the handicap is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. (Section 612(5)B of P.L. 94-142, amended in 1990 with P.L. 101-476 - IDEA to replace "handicap" with "disability").

Legal and Regulatory Applications - Acting in accordance with federal and state constitu-

tional provisions, statutory standards, and regulatory applications; working within local rules, procedures, and directives; recognizing standards of care involving civil and criminal liability for negligence and intentional torts; and administering contracts and financial accounts

Major - An approved coordinated curriculum that provides depth of learning - including knowledge, understanding, and insight - within an established discipline. The specific requirements for the major are determined by the academic department which offers the major, and should be generally consistent with established National Professional Guidelines for that discipline.

Master Teacher - A credentialed professional who has obtained National Board of Professional Teaching Standards certification.

Measurement and Evaluation - Determining what diagnostic information is needed about students, staff, and the school environment, examining environment; examining the extent to which outcomes meet or exceed previously defined standards, goals, or priorities for individuals or groups; drawing inferences for program revisions; interpreting measurements or evaluations for others; relating programs to desired outcomes; developing equivalent measures of competence for students and staff; designing accountability mechanisms.

Mentor Teacher - Educator who has achieved credentials through specific training designed to assist and evaluate resident teachers.

Microculture - "A social group that shares important traits, values, and behaviors that set it apart to some extent from the larger political society. . . . of which it is a part" (Cushner 1992, p. 21).

Minor - An approved coordinated curriculum that provides depth of learning- including knowledge, understanding, and insight - within an established discipline. The specific requirements of the minor are determined by the academic department which offers the minor and should be generally consistent with established National Professional Guidelines for the discipline. The number of credit hours required for the minor will be no less than half those required for a major in the subject area.

Minority Group (minorities) - Sociologists view the term minority group as "a social group that occupies a subordinate position in a society." Wagley and Harris define a minority group as one that experiences discrimination and subordination within a society, is separated by physical traits disapproved of by the dominant group, shares a sense of collective identity and common burdens, identifies membership according to a socially invented rules of descent, and is characterized by marriage within the group Women are often referred to as a 'minority group' (and) students who are African-American or Native American or Hispanic (and who may) constitute a majority of the population of a school (may be referred to as) minorities in terms of their population in a school" (Cushner, 1992, p. 21).

Motivating Others - Creating conditions that enhance the staff's desire and willingness; focussing energy on achieving educational excellence; planning and encouraging participation; facilitating teamwork and collegiality; treating staff as professionals; providing intellectual stimulation; supporting innovation; recognizing and rewarding effective performance; providing feedback coaching and guidance; providing needed resources; serving as a role model.

Multiculturalism (cultural pluralism) - "The pattern of multiple identifications and loyalties

(shared by individual groups) in a single nation-state" (Cushner, 1992, p. 21). This pattern may include subcultures, microcultures, minorities, and ethnic groups (Cushner, 1992).

Multicultural Competencies (cross-cultural competencies) - Knowledge, skills, and abilities of a culture-general nature that enable educators to participate in intercultural interactions . . . grounded in the realization that people have similar types of experiences and similar reactions to their cross-cultural encounters regardless of whom they are interacting with, where they are, or their own role in a new setting.

Multicultural Education - An educational context "within which a variety of ideas and strategies can be employed to reach out more effectively to the diverse cultural elements that are a part of the experience of all individuals in the school" (Cushner, 1992, p. 11-12).

National Professional Guidelines - Recommendations for a curriculum of study in a discipline promulgated by a learned society associated with that discipline and/or an association of educators in that discipline.

Network - The sharing, through various modes of communication, including scholarly resources and other material developed elsewhere; expertise of all kinds; and sometimes financial resources.

Organizational Oversight - Planning and scheduling one's own and other's work so that resources are used appropriately, and short and long-term priorities and goals are met; scheduling flows of activities; establishing procedures to regulate activities; monitoring projects to meet deadlines; empowering the process in appropriate places.

Pedagogy - The art or profession of teaching which includes teaching skills, practices, and techniques designed to maximize learning.

Philosophical and Cultural Values - Acting with a reasoned understanding of the role of education in a democratic society and in accordance with accepted ethical standards; recognizing philosophical influences in education; reflecting an understanding of American culture, including current and economic issues related to education.

Policy and Political Influences - Understanding schools as political systems; identifying relationships between public policy and education; recognizing policy issues; examining and affecting policies individually and through professional and public groups; relating policy initiatives to the welfare of students; addressing ethical issues.

Portfolio - Organized work product of a teacher containing work plans, lessons plans, evaluation tools, self-assessment critiques, etc.

Preservice - The period of time from entering a teacher education program through successful student teaching and college graduation.

Problem Analysis - Identifying the important elements of a problem situation by analyzing relevant information; framing problems; identifying possible causes; seeking additional needed information; exhibiting conceptual flexibility; assisting others to form reasoned opinions about problems and issues.

Professional Development - Continuing professional education or in-service training received by teachers and administrators throughout their careers.

Professional Development Institute (PDI) - As envisioned the PDIs would be high quality continuing education experiences for educators. PDIs would be 1) regionally offered during the summer and the school year; 2) competency-based; 3) emphasize effective learning practices; 4) include collaboration as an integral part of the learning process; and 5) require that all participants prepare a work product that demonstrates what they learned and which can be utilized in the classroom. The length of time for PDI would be a minimum of 30 clock hours. Continued employment as teacher would be contingent on all teachers attending the mandatory number of PDI's during their initial certification or recertification time frame. The PDIs would be overseen by a nine-member body or entity composed of members of the Commission and chosen by the Governor, Speaker of the House, and President Pro Tempore of the Senate. Request For Proposals (RFP) related to specified PDIs would be peer-reviewed by out-of-state individuals selected by the oversight body. Any group or entity, either public or private, would be able to submit an RFP for PDI funding review.

Professional Development Plan (PDP) - A continuing educational plan that outlines developmental goals to be achieved over the five-year recertification period. The PDP would include the continuing education areas that upon completion would contribute to the professionalism, skills, and talents of the teacher.

Public Relations - Developing common perceptions about school issues; interacting with internal and external publics; understanding and responding skillfully to the electronic and printed news media; initiating and reporting news through appropriate channels; managing school reputations; enlisting public participation and support; recognizing and providing for various markets.

Residency - The years following successful student teaching, and college graduation through the first certification renewal; normally the first three years of teaching but residency could take four years if the first year is repeated before certification is granted.

Residency Assistance Committee (RAC) - Committee made up of a mentor, administrator and a higher educational professional to evaluate and assist the candidates who would be required to attend Professional Development Institutes to enhance or refine skill deficiencies identified by the EAC.

Resource Allocation - Procuring, apportioning, accounting for, and evaluating fiscal, human, material, and time resources to reach outcomes that reflect the needs and goals of the school site; planning and developing the budget with appropriate staff.

Role Models - Educators, parents, and community volunteers who serve as positive examples of achievement for the students with whom they have contact.

Second Language Proficiency - A teacher, who is NOT a teacher of a second language, will be considered proficient in the second language if he or she can: 1) create with the language; 2) ask and answer questions; and 3) participate in short conversations in dealing with native speakers of the language in a context limited to everyday survival topics and courtesy requirements. (Spanish, Chinese, German, American Sign Language, and Native American languages are examples of acceptable second languages; however, a computer language is not.)

Service Learning - The intentional integration of curricular content with community service activities for the mutual benefit of the participants. Service learning is student learning and development through active participation in thoughtfully organized service experiences that meet

real community needs and are coordinated in collaboration with the school and community. Community service learning builds both academic skills and effective understanding.

Special Education - Specially designed instruction, at no cost to the parents, to meet unique needs of a child with a disability. It includes specially designed instruction in the classroom; specially designed instruction in the home, hospital, institution, or other setting; speech-language pathology services consisting of specially designed instruction which is not delivered as a related service, but instead as a special education service delivery; physical education with modifications, specially designed adaptive physical education, movement education or motor development instruction; and vocational education with modifications, specially designed vocational education or applied technology education.

Staff Development - Working with faculty and staff to identify professional needs; planning, organizing, and facilitating programs that improve faculty and staff effectiveness and are consistent with institutional goals and needs; supervising individuals and groups; providing feedback on performance; arranging for remedial assistance; engaging faculty and others to plan and participate in recruitment and development activities; initiating self-development.

Student Guidance and Development - Understanding and accommodating student growth and development; providing for student guidance, counseling, and auxiliary services; utilizing and coordinating community organizations; responding to family needs; enlisting the participation of appropriate people and groups to design and conduct these programs and to connect schooling with plans for adult life; planning for a comprehensive program of student activities.

Subculture - "A term used frequently by sociologists to refer to a social group that shares characteristics that distinguish it in some way from the larger cultural group or society in which it is embedded" (Cushner, 1992, p. 21). **Subject Matter** - An established discipline or field of study in the Arts and Sciences, Fine Arts, Business, Agriculture, Home Economics, etc. which prepares a teacher with the depth of learning required to teach that discipline.

Teacher - A person who teaches or instructs as a profession and who meets the preparation and experience requirements demonstrated through examination or assessment. Teachers possess the knowledge, skills, moral and ethical standards, and other abilities needed for the level of performance attested to by the teaching credential and the residency program requirements. Teachers, as practitioners, keep up-to-date and maintain their skills.

Teacher Candidate - A person who aspires to teach or instruct as a professional but has not as yet met the requirements for the teaching credential nor participated in a residency program.

Verbal and Nonverbal Expression - Making oral presentations that are clear and easy to understand; clarifying and restating questions; responding, reviewing and summarizing for groups; utilizing appropriate communicative aids; being aware of cultural and gender-based norms, adapting for audiences.

Volunteerism - The act of offering oneself for a service or undertaking for the well-being of others or the betterment of society as a whole.

Written Expression - Expressing ideas clearly in writing; writing appropriately for different audiences such as students, teachers, and parents.

EXPLANATORY NOTES REGARDING THE REFERENCES

The following references are documents used during the course of the Commission's work in preparing the report either at the Commission, subcommittee, or the working group level.

Documents for consideration were submitted by Commission members and interested parties alike. In some instances only partial sources were available for specific references presented to the Commission. The degree to which the a given reference may have been used by the Commission varies.

REFERENCES

- "A Buddy System for Rookie Teachers", Joseph M. DiGeronimo, Phi Delta Kappan.
- "A Comparative Study of Graduation Rates of Athletes", USA Today.
- "A Guide for the Establishment of Local Standards Boards," Department of Education, State of Vermont, September, 1990.
- "A Look at Graduation Rates", USA Today, Stacey, J. (Source NCAA).
- "A Model School in the Making," The Houston Post, November 22, 1992.
- "A Plan for Change." Report and Recommendations of the University System of Georgia, Review Committee on Teacher Preparation, December, 1991.
- A Rating of Graduate Quality Institutions (1993) "A Report on Teacher Preparation and Licensing," In accordance with Minnesota statutes, 1991 Supplement, Section 125.185, Subdivision 4a, Minnesota Board of Teaching, February 1, 1992.
- "A Report on Teacher Preparation and Licensing," In accordance with Minnesota statutes, 1991 Supplement, Section 125.185. Subdivision 4a, Minnesota Board of Teaching, February 1, 1992.
- "A Shared Vision: Policy Recommendations For Linking Teacher Education to School Reform", Calvin M. Frazier, School of Education, University of Denver.
- "A State Entry-Year Teacher Program and Teacher Education," John L. Price, George Mann, Jack W. Paschall, East Central University, Ada, Oklahoma. Presented at the Annual Conference of the Mid-South Educational Research Association, Little Rock, Arkansas, November, 1989.
- "Achieving the Goals and Key Practices of the High Schools That Work Program Through Staff Development" Site Development Guide #4.
- "Action Plan, Systemwide Teacher Education Program Review," in Response to the Oklahoma State Regents for Higher Education, December 18, 1992.
- "Adolescence and Young Adulthood/English Language Arts Standards Committee Draft Reports", National Board for Professional Teaching Standards, 1994.
- "Alternative Teacher Certification: A State-By-State Analysis 1990", C. Emily Feistritzer, National Center for Education Information.
- "Alternative Assessment and Feedback Techniques in Methods Courses", Jan Labonty and Kathy Everts-Danielson.
- "Alternative Assessment Formats", Prepared by National Evaluation Systems, Inc., February, 1994.
- "Aligning Teacher Development with Standards-Based School Reform", Sharon P. Robinson, NASDTEC's Outcome Based Teacher Education and Certification Conference, 10/25/93.

"America's Teachers: Profile of a Profession", U.S. Department of Education, October, 1993.

"An Agenda for Excellence at the Middle Level", National Associates of Secondary School Principals, 1985.

"An Assessment of Oklahoma's Entry-Year Assistance Program: A Report To The Oklahoma Legislature", Commission on Educational Planning and Assessment, State of Oklahoma, White Paper Number 03, May 1984.

"An Evaluation of Public Education In Oklahoma," edited by Jay Porter, AAS 1991 with Kevin Loerner, AAS 1989, Alumni Association of Academic All-Staters, Oklahoma Foundation for Excellence.

"An Exploration of the Subject Matter Knowledge of Alternate Route Teachers: Can We Assume They Know Their Subject?", G. Williamson McDiarmid and Suzanne M. Wilson, Michigan State University, Journal of Teacher Education, March-April, Volume 42, No. 2, 1993.

"Annotated Listing of Awards, Research in Teaching and Learning, Fiscal Years 1991 and 1992", National Science Foundation, September 15, 1992.

"Annual Environmental Scanning Report 1993", SEDL, May 1, 1993.

"Are Credentials a Substitute for Good Teaching?", Debra J. Saunders, Los Angeles Daily News.

"Arkansas Department of Education - Standards for Licensure of Administrators", Draft 1 - Oct. 7, 1993, Draft 2- November 22, 1993.

"Assessing Abilities of Expert Teaching Practice in Diverse Classrooms", Mary Diez & Peter Murrell.

"At the Crossroads: Linking Teacher Education to School Reform," Joni E. Finney, October 1992.

"Basic Training," Ann Bradley, Education Week, March 24, 1993.

"Blackboard Rumble" by Peggy McIntosh, The Wall Street Journal, June 14, 1994.

"Blowing up the Tracks: Stop Segregating Schools by Ability and Watch Kids Grow", by Patricia Kean, The Washington Monthly, January/February 17, 1993.

"Beyond Rhetoric to Reality...Curriculum in the Middle Level School", The Virginia-Carnegie Project Abstract.

"Board To Start Certifying Master Teachers This Fall", Research: Report on Education Research, Volume 25, No. 4, February 17, 1993.

"Building Parent Involvement" NASSP Practitioner, May, 1994, Volume 20, Number 5.

"Building the Total Quality Effective School: Idealized Redesign", Lawrence W. Lezotte, Ph.D. Effective Schools.

- "CEC Policy on Inclusive Schools and Community Settings", Supplement To Teaching Exception Children, Volume 25, Number 4, May, 1993.
- "California New Teacher Project," Commission on Teacher Credentialing, California Department of Education, February 1, 1992.
- "Campaign Summary," Recruiting New Teachers, Inc., November, 1992.
- "Can Our Schools Be Educated?", Joan Countryman, Simon & Schuster.
- "Careers In Teaching Handbook", Recruiting New Teachers, Inc., by David Haselkorn and Andrew Calkins.
- "Certification", State of Nebraska Department of Education.
- "Class Action", Jonathon Schoor, The Washington Monthly, June 1993.
- "Class Struggle", Robert Reinhold, The New York Times Magazine, September, 1993.
- "COE General Education Requirements", Purdue University (1992) p. 12.
- "Cognitively Guided Instruction", Elizabeth Gennema, Thomas Carpenter, Megan Loef Franke, Wisconsin Center for Education Research, University of Wisconsin-Madison, 1992.
- "Collaboration in the Electronic Classroom," Edward Barrett, Technology Review, February/March, 1993.
- "Collective Bargaining Agreement", Pittsburgh Board of Education, September, 1988 to September, 1992.
- "Comparison of Alternative Placement/Certification Plans" State Department of Education, October 8, 1993.
- "Computers, Networks and Education", Alan C. Kay, Scientific American, September, 1991.
- "Create Institute Offers Five Keys to School Improvement", Evaluation Perspectives, Volume 3, No. 2, Western Michigan University, March 1993.
- "Developing a Framework for the Continual Professional Development of Administrators in the Northeast", Dewitt Wallace-Reader's Digest Fund Study Conference, November, 1992.
- "Dollars and Sense," Lonnie Harp, Education Week, March 31, 1993.
- "Draft Report and Recommendations", The University system of Georgia Review Committee on Teacher Preparation.
- "Duties of the Teacher," Dr. Michael Scriven, Center for Research on Educational Accountability and Teacher Evaluation (CREATE).
- "ECS Education Agenda - 1994" by Education Commission of the States, April, 1994.

"Early Adolescence Through Young Adulthood/Art Standards Committee", October, 1993 Draft Report on Standards for National Board Certification.

"Early Adolescence Through Young Adulthood/Art Standards Committee", September, 1993 Draft Report on Standards for National Board Certification.

"Edtalk—What We Know About Science Teaching and Learning", Nancy Kober, Council for Education Development and Research.

"Edtalk—What We Know About Mathematics Teaching and Learning", Nancy Kober, Council for Education Development and Research.

"Educating for Understanding" Janna Siegel, Phi Delta Kappan, March, 1994.

"Educating Special Kids", Dianna Gordon, State Legislatures, September, 1993.

"Educating Teachers for Cultural Diversity", Kenneth M. Zeichner, NCRTL Publication (SR 2/93).

"Education Courses Hinder Teachers or Prepare Them To Do Their Job?", Lynne V. Cheney, David G. Imig, Scripps Howard News.

"Education Researcher Says Learning Gap Real, But It Can Be Closed", Vincent Carroll, Rocky Mountain News, January 10, 1993.

"Educational Leadership", R. Brandt, (1993), On Restructuring Roles and Relationships, 51, 2-8.

"Educational Leadership", J. Zlotkin (1993), Rethinking the School Board's Role 51, 2-25.

"Education Week, Overhaul Urged In The Preparation of Administrators: Report Calls On States To Lead Reform Effort", J. Richardson, (1993), January, 27-28.

"Effective Assessment Strategies", SEDL Clips, February, 1994.

"Effective Educational Practices, Short-Term Professional Development Programs", Kathleen E. McKean, Ph.D., Ralph T. Nelsen, Ed. D.

"Effective School Principals", A report to the Southern Regional Education Board by its commission for educational quality Atlanta, GA., Southern Regional Educational Board (1986).

"Effective Strategies for Teaching Minority Students", Howard D. Hill, copyright 1989.

"Electronic Networking and The Construction of Professional Knowledge," Gary D. Watts & Shari Castle, The Phi Delta Kappan, May, 1992.

"Elementary School (K-8) Foreign Language Teacher Education Curriculum", North Carolina Dept. of Public Instruction and Center for Applied Linguistics, 1992.

"Emma W. Plunkett: Her Life, Career, and Professional Contributions", Virginia Lee Peters, The Florida State University College of Education, August, 1968.

"Encyclopedia of Education Research", Volume 3, American Educational Research Administration.

"Essential Schools' 'Universal Goals': How Can Heterogeneous Grouping Help?" Kathleen Cushman, *Horace*, Volume 8, Number 5.

"Experienced Teachers' Pay, Falls Short", Jim Killackey, *The Sunday Oklahoman*, January 16, 1994.

"Expert & Novice Teacher Decision Making", Delores A. Westerman, *Journal of Teacher Education*, September - October, Volume 42 Number 4, 292-305.

"Enhancement of Teaching Through Coaching, Supervision, and Evaluation", *Evaluation Perspectives*, Volume, Number 1, Western Michigan University, January, 1993.

"Family Resource Centers," Description of State Programs and Information Packet Materials, SEDL.

"Fateful Choices: Healthy Youth for the 21st Century", Carnegie Corporation Report, Sequel To Turning Points by Fred Hechinger.

"Fed Up With Tinkering, Reformers Now Touting 'Systemic' Approach," Lynn Olson, *Education Week*, September 9, 1992.

"50-State Survey: Mandates for Teacher Preparation," *State Education Leader*, Winter, 1989.

"Findings on Learning to Teach," National Center for Research on Teacher Learning, College of Education, Michigan State University.

"Five Models of Staff Development for Teachers," Dennis Sparks and Susan Loucks-Horsley, *Journal of Staff Development*, Fall 1989.

"Five Reasons to Prepare Your Staff for Parent Involvement," Jane C. Lindle, *The School Administrator*, June 1990.

"Forum," The Holmes Group, Volumes II, No. 2, Winter, 1988, Volume III, No. 1, Fall, 1988, Volume III, No. 2, Winter, 1989, Volume IV, No. 1, Fall, 1989, Volume IV, No. 2, Winter, 1990, Volume IV, No. 3, Spring 1990, Volume V, No. 1, Fall 1990, Volume V, No. 2, Winter, 1991.

"Forum", The Holmes Group, Volumes V, No. 2, Winter, 1991.

"Functional Trisection of Oral Proficiency Levels" from Judith E. Liskin-Gesparro, *Testing and Tracking for Oral Proficiency*, 1987.

"General Education Requirements", Oklahoma State Regents for Higher Education (June 14, 1993), p. 2.

"General Education for the College of Letters, Arts & Sciences", University of Southern California.

General Education Requirements at Oklahoma Public Institutions with Teacher Preparation Programs (June 14, 1993).

"General Education Requirements for the College of Letters, Arts, and Sciences", University of Southern California (1992) p. 369.

"Getting Started", Accelerated Schools, Spring 1991, Volume 1 Number 2.

"Glossary of Middle Grade Education Reform Terms", California State Department of Education, Office of Middle Grades Support Services.

"Good Teaching: Do You Know It When You See It?" Education Letter, Volume Number 3, May/June 1989.

"Help to Restructure Public Education from the Bottom Up", David T. Kearns, Harvard Business Review, November-December, 1988.

"Higher Education, The Albatross Around the Neck of Our Public Schools", Evans Clinchy, Phi Delta Kappan, June, 1994.

"How To Recruit, Select, Induct and Retain The Very Best Teachers", Mary Cihak Jensen, 1987.

"How to Restructure Public Education From the Bottom Up", David T. Kearns, Harvard Business Review, Nov.-Dec., 1988.

"How We Plan to Achieve Our Vision", National Board For Professional Teaching Standards.

"Human Diversity In Education — An Integrative Approach", Kenneth Cushner, Averil McClelland, Philip Safford, McGraw Hill.

"Intercultural Understanding, History of Other Cultures, Compulsory Education" Heath, C.P.M. (1992).

"Interim Report from a State-Level Study of the Michigan Partnership for New Education", Thomas James, Brown University, October, 1992.

"Involving Families in the Education of Their Children," Turning Points, Volume 2, Number 2, December 1991.

"Issues and Strategies in Systemic Reform," CPRE Policy Research Center, September, 1992.

"Investing In Schools Through Teacher Professional Development" Nicholas M. Michelli, June, 1994.

"Involving Teachers, Parents, and the Community in Guiding All Students Into a Challenging Program of Study", Site Development Guide #5.

"Kentucky's New Preparation and Licensing System", Roland Codder, 1994.

"Keys To Investing in Multicultural Diversity", Sandy Garrett, Oklahoma Department of Education, September, 1993.

"Knowledge & Skills Essential for all Teachers Involved in the Education of Children with Disabilities", Swan W. W. and Sirvis B. 1992, The CEC Common Core of Knowledge and Skills Essential for all Beginning Special Education Teachers.

"Leaders for Schools: The Preparation and Advancement of Educational Administrators", Educational Leadership Task Force (1993) Report to the joint legislative educational oversight committee of the 1993 general assembly of North Carolina, Raleigh, N.C., North Carolina General Assembly.

"Leadership Craft and the Crafting of School Leaders", S. Krug, (1993) Phi Delta Kappan, pp. 240-244.

"Learner-Centered Psychological Principles: Guidelines for School Redesign and Reform", American Psychological Association Task Force on Psychology in Education and the Mid-Continent Regional Educational Laboratory, August, 1992.

"Learner-Centered Schools for Texas", January, 1994.

"Learning from Asian Schools", Harold W. Stevenson, Scientific American, December, 1992.

"Liberal Education: Students, Stories, and Teaching," Association of American Colleges, May/June 1992.

"Linking Services for Georgia's Young Adolescents", Georgia Board of Education, by Werner Rogers.

"Listen Up, Parents and Learn Lessons", Steve Blow, April 20, 1994.

"Local School Budget Profile Study", Dr. Glen E. Robinson and Nancy Protheroe.

"Local Tax Effort In Funding Oklahoma's Elementary and Secondary Education". Commission on Education Planning and Assessment, State of Oklahoma, White Paper No. 01-83.

"Major Decisions, How to Pick Your Major in College", James Tunstead Burtchaell, C.S.U.

"Major Reports on Teacher Education: What Do They Mean For States?", Regional Spotlight, Southern Regional Education Board, October, 1986, Volume XV, No. 1.

"Major vs. Assessment", Stewart Ryan, August 2, 1993.

"Making Teacher Education Culturally Responsive", Jacqueline Jordan Irvine.

"Making the Subject Matter", Harriet Tyson, Basic Education, June, 1992.

Manual on Certification and Preparation of Personnel in the United States, 1994-1995, National Association of State Directors of Teacher Education Certification.

"Materials to Begin Preparation for NCATE Accreditation," National Council for Accreditation of Teacher Education. Fall 1991.

"Middle Level Teacher Preparation and Certification", C. Kenneth McEwin.

"Minnesota's Vision for Teacher Education: Stronger Standards, New Partnerships," Report of the Task Force on Teacher Education for Minnesota's Future.

"Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue", Council of Chief State School Officers.

"Model Standards for Beginning Teacher Licensing and Development: A Resource for State Dialogue", Interstate New Teacher Assessment and Support Consortium.

"Multicultural Awareness - Concepts and Vocabulary", Project Reach.

"Multi-Culturalism Needed in Schools", Dan H. Cockrell, Point of View, Tulsa World, August 25, 1993.

"National Board Revises Prerequisites for Certification of Teachers", Ann Bradley.

"National Center for Research on Teacher Learning," Special Reports and Publications.

"National Education Goals", Judy White, Consultant North Carolina Department of Education.

National Standards: Who Benefits?", The National Center for Effective Schools, Summer 1993.

"NCATE and Texas Eyeball to Eyeball: Who Will Blink?" , Doyle Watts, Phi Delta Kappan, December, 1989.

"New Mexico Children, Youth and Families Department," Information and Statistics, July 1993, Social Services Division, Wayne Powell, Secretary & Robert Portillos, Deputy Secretary.

"No More Principals!" , Donald Sacken, Phi Delta Kappan.

North Carolina Educational Leadership Initiative, House Bill 1361, July, 1992.

"Notes To Consider In Regards to Developing a Seamless, Articulated Professional Development Program for Preservice, Induction, and In-Service Efforts", by Cushner, et al, 1992 p. 333-335.

"North Dakota Wholistic Model for Staff Development", Robert H. Boyd & Richard R. Chenoweth, Journal of Staff Development, Fall 1989.

"Oklahoma Association of School Administrators," Planning Retreat, August, 1991.

"Oklahoma Commission on Teacher Preparation Subject Matter Subcommittee, Suggestions for Study", Stewart Ryan (1993).

"Oklahoma Early Career Teacher Probe," Volume 1: Main Table Sets & Sample Factuals, prepared by CSGX Consulting-Tulsa, Oklahoma, October, 1992.

"Oklahoma Early Career Teacher Probe," Volume 1: Main Table Sets & Sample Factuals, prepared by CSGX Consulting-Tulsa, Oklahoma, October, 1992.

Oklahoma Institutions of Higher Education Special Education Consortium Presentation to the Commission on Teacher Preparation, January 20, 1994.

Oklahoma Professional Development Centers, Project Proposal for School Year 1994-95.

- "Oklahoma - SREB Educator Supply and Demand Project", by Lynn M. Cornett, March, 1993.
- "1,000 Schoolteachers Sign Up for Evaluations That Would Lead to National Certification", by Beverly T. Watkins, The Chronical of Higher Education, September 22, 1993.
- "Organizational Perspectives on Teacher Education and Renewal", by Jacqueline S. Thousand, Teacher Education and Special Education, 1990.
- "Our Abandoned Teachers," Michael Lach & Michael Loverude, The Christian Science Monitor, August 31, 1992.
- "Outcomes Based Teacher Preparation: Assessment Procedures", Kenneth D. Moore, East Central University, February, 1994.
- "People with Ideas: Education Researcher Says Learning Gap Real, But It Can Be Closed", Vincent Carroll interviews, Rocky Mountain News, January 10, 1993.
- "Performance Assessment in Teacher Certification Testing", National Evaluation Systems, Inc., copyright 1993.
- "Performances and Exhibitions: The Demonstration of Mastery", Horace, Volume 6, Number 3.
- "Preparing leaders for change-oriented schools.", P. Thurston, R. Clift, & M. Schact, Phi Delta Kappan, 11, 249-265.
- "Policy Issues in Teacher Education," Mary M. Kennedy, National Center for Research on Teacher Education.
- "Portfolio Assessment: Sampling Student Work", Dennis Palmer Wolf, Educational Leadership, April, 1989.
- "Portfolios and Self-Assessment", Leslie Ballard, English Journal, February, 1992.
- "Position Paper on Colorado Middle Level Certification", Colorado Association of Middle Level Education.
- "Preparing Teachers for the Twenty-First Century" Report of the Oklahoma Teacher Preparation Task Force, November 30, 1991.
- "Preparing Educators to Work with Language Minority Students Two Models", Dr. Michele R. Hewlett-Gomez, San Houston State University.
- "Preparing Teachers and Administrators in a Multicultural Society", Southwest Educational Development Laboratory.
- "Principals for Our Changing Schools, The Knowledge and Skill Base", National Policy Board for Education Administration (1993) Fairfax, Virginia.
- "Principles: What Master Teachers Should Know, Be Able To Do, and Be Like", Draft #6, March 12, 1993, by the Teacher and Special Services Standards Board.

- "Priority Academic Student Skills", Sandy Garrett, Oklahoma State Dept. of Education.
- "Practice What You Teach", May 11, 1994, Education Week.
- "Program to Open Teaching Profession is a Success", Saul Cooperman, Scripps Howard News. Proposed Program from African American Coalition Education Committee, September 10, 1993.
- "Professional Certification for Instructional Leadership", Kentucky Department of Education (1987) Frankfort, KY: Teacher Certification.
- "Professional Development Model for Middle Level Educators", Division of Middle School Educators, Texas Education Agency.
- "Professional Portfolio Handbook", The Wichita State University, Fall, 1992.
- "Professors, Teachers, Kids", Daily Oklahoman, June 1, 1994.
- "Projections of Education Statistics to 2004", William J. Hussar, National Center for Education Statistics, 1993.
- "Progress Toward Professionalism in Teaching", Darling-Hammons, Linda and A. Lin Goodwin, 1993.
- "Program Outcomes and Characteristics", University of Oklahoma Plus Program, Spring, 1994.
- "Putting the Pieces Together: Systemic School Reform," CPRE Policy Research Center.
- "Quality & Education: Strategies for Transformation", National Quality & Education Conference, November 8-9, 1993.
- "Quality of Teaching", Winter, 1994.
- "Recapturing the Spirit of Learning Through a Systems Approach," Peter Senge and Colleen Lannon-Kim, The School Administrator, November, 1991.
- "Recommendations to the Colleges of Education, Educational Professional Standards Board, State Department of Education, State Regents, and CCOSA for strengthening administrator preparation programs in Oklahoma", Cooperative Council of Oklahoma School Administrators (CCOSA) (1993) Oklahoma City, OK: CCOSA.
- "Recruiting & Training Tomorrow's Administrators and Teachers," SEDL SCAN, Volume 2, No. 7, Oct/Nov, 1992.
- "Recruiting New Teachers, Inc." Reach for the Power, November 1, 1992.
- "Redirecting Reform", David L. Clark and Terry A. Astuto, March, 1994, Phi Delta Kappan.
- "Reforming Administrator Preparation Programs", University Council for Educational Administration, The Pennsylvania State University, 1992.
- "Reinventing Education" February, 1994, Investing In People.

"Reinventing Government: Managing the Politics of Change", Jonathan Walters, *Governing*, December, 1992.

"Report of the Texas Task Force on Middle School Education", Texas Education Agency, September, 1991.

"Requirements for Certification", John Tryneski, The University of Chicago Press, Fifty-sixth Edition, 1991-92.

"Restructuring Teacher Education for Diversity: The Innovative Curriculum", Ana Maria Villegas, April 13, 1993.

"Rethinking Parent Involvement," Judith A. Vandergrift and Andrea L. Greene, *Educational Leadership*, September 1992.

"Roadmap to Restructuring — Policies, Practices and the Emerging Visions of Schooling", David T. Conley, ERIC Clearinghouse on Educational Management, University of Oregon.

"Revamp Teacher Recruitment, Training, Continuing Education, Colleges Urged", Ann Bradley, *Education Week*, December 2, 1992.

"Schooling for Job Skills", Laurel Shaper Walters, *The Christian Science Monitor*, December 14, 1992.

"School-Based Management: Strategies for Success," CRPE Finance Briefs.

"School Daze: How politics takes the education out of schooling," Alan Wolfe, *The New Republic*, February 8, 1993.

"School Finance Reform: The Role of the Courts", CPRE Finance Briefs.

"School of Education", Texas Christian University, College of Education (L1992) 174,175.

"School of Education", Edwin J. DeLattre, (1992) (Boston University), p.20.

"School Personnel Management System", National School Boards Association (1987)

"Schools Reaching Out," Don Davies, *Phi Delta Kappan*, January 1991

"School-To-Work Opportunities State Implementation Grant's Program", State of Oklahoma Application, April 1, 1994

"School-To-Work Opportunities Act of 1994", Conference Report, House of Representatives April 19, 1994

"Seamless Subjects, Seamless Reform: Learning and Teaching Together, from Pre-School to Ph.D." Paul Gagnon.

Secondary Teaching Certificate in Conjunction with Subject Matter Major, Rice University (1992).

"Separate and Unequal", U.S. News, December 13, 1993.

"Setting Goals for Professional Development", Daniel L. Duke, Educational Leadership, May 1990.

"Skills in the Schools: Now it's Business' Turn", Jonathan Weismanm Phi Delta Kappan, January, 1993.

"Smart Schools, Smart Kids", Edward B. Fiske with Sally Reed and R. Craig Sutter, Can Our Schools Be Educated?

"Snapshots of Professional Development and Recertification/Relicensure Systems in Selected States", The Regional Laboratory for Education Improvement of the Northeast & Islands, 1994.

"Special Education: A Predicted Future", Federal Resource Center: Issues and Trends in Special Education/1992.

"Standard IV, Curriculum and Instruction", Oklahoma State Dept. of Education, 1993-94.

"Standards: A Vision for Learning", Perspective, Volume 4, No. 1, Winter 1991.

"Standards for Accreditation of Elementary, Middle, Secondary and Area Vocational and Technical Level Schools", Oklahoma State Dept. of Education, Sandy Garrett, 1994.

"Standards For Approved Teacher Education Programs", Amended by SBE, June 23, 1988.

"Standards for Multicultural Education Teacher Training Elementary and Secondary School for In-Service Teacher Training of Public Schools, April, 1991.

"State and Local Support Grows for National Board Certification", Spring, 1994, Volume 2 of A Publication of The National Board for Professional Teaching Standards.

"State Higher-Education Institutions in Oklahoma with Teacher-Education Programs". Education Week, January 13, 1993.

"Status Report: on the Implementation of the Teacher Education External Program Review Team's Recommendations on Teacher Education", September 23, 1993, Presented to the Oklahoma State Regents for Higher Education.

"State Policies To Improve The Teacher Work force", Recruiting New Teachers, Inc., November, 1992.

"Student Portfolios: Administrative Uses", Office of Research, December, 1993, Volume 3.

"Suggested Mentor Roles & Responsibilities", University of Oklahoma, Draft April 13, 1992.

"Superintendency Standards to Guide School Executives", John Hoyle, Leadership News, November 30, 1993.

"Support for Teachers Studying Their Own Work", Claryce Evans, Educational Leadership, March 1991.

- "Systemic Reform: Monitoring Its Progress," Policy Briefs, A publication of the Appalachia Educational Laboratory, 1992.
- "Systemic Reform of Schools: From National Standards to the Classroom Down the Hall," A Primer with Examples by Paul Gagnon.
- "Systemic Reform: Teachers and the Condition of Teaching", SEDL's Network, July, 1993.
- "Systemwide Teacher Education Program Review", November 6, 1992.
- "Systemwide Teacher Education Program Review", Report of the External Program Review Team to the Oklahoma State Regents for Higher Education, November, 1992.
- "Teacher Assessments for the 21st Century", Test Administration Highlights, Spring, 1993, Volume VI/Number 2.
- "Teacher Assessment More Than Testing" , William Raspberry, Tulsa World, September 11, 1987.
- "Teacher Attrition and Migration," National Center for Education Statistics, November, 1992.
- "Teacher Education for the Twenty-First Century," Teach America.
- "Teacher Enhancement," Program Announcement and Guidelines, National Science Foundation.
- "Teacher Preparation Programs for Para-Educators, A National Study", Reach for the Power Teach, April, 1994.
- "Teacher Preparation/Certification", Issue 4, CASE Research.
- "Teacher Training Abroad: New Realities" Issues in Education, October, 1993.
- "Teachers: Agents of Systemic Reform", The Elementary & Middle School Math and Technology Project, Boston Public Schools, February 10, 1993.
- "Teacher Education Recurring Themes" Education Commission of the States.
- "Teacher Training - A Key Focus for Administration", Ann Bradley.
- "Teacher Research Bookshelf", Teachers College Press, Spring, 1994.
- "Teacher Supply and Demand in Oklahoma," Report on Phase One, January 1993, prepared by the Southern Regional Education Board and Data and Decision Analysis.
- "Teachers For Our Nation's Schools", John Goodlad.
- "Teachers' Majors and Assignments", Education Week, April 17, 1991.
- "Teachers' Professional Development & Education Reform" from Consortium for Policy Research in Education RB 11-10/93.
- "Teachers Respond To President Clinton's Education Proposals", The American Teacher, 1993 by MetLife.

- "Teachers Set Own Standards in Nevada", Robert G. Whittenmore, September 2, 1987.
- "Teaching for Diversity, Framing the Issue", Ana Maria Villegas, August 30, 1993.
- "Teaching and Diversity: Meeting the Challenges for Innovative Teacher Assessments", by Carol Anne Dwyer, *Journal of Teacher Education*, March-April, 1993, Volume 44, Number 1.
- "Teaching Teachers to Teach", Tony Snow, *The Lawton Constitution*, May 25, 1994.
- "Teaching's Next Generation," A National Study of Precollegiate Teacher Recruitment.
- "Technology in the Essential School: Making Change in the Information Age" by Kathleen Cushman, *Horace*, Volume 10, Number 3.
- "Texas Restrictions On Teacher Training Cited In Complaint", Lynn Olson, *Educational Week* March 15, 1989.
- "The AASA Professor, Issues Affecting the Preparation of Educational Administrators as the Societal Paradigm Shifts", P. First, (1988) 10, 9-12.
- "The ABCs of Reform: Give Parents A Choice", *Insight*, September 24, 1990.
- "The Administrator Credential Assessment Program", copyright 1993 by National Evaluation Systems, Inc.
- "The Continuing Education Unit Criteria & Guidelines", Association for Continuing Education and Training, April, 1993.
- "The Educational Reform Movement of the 1980's, New Directions in the Professional Development of School Administrators: A Synthesis and Suggestions for Improvement", by Murphy, J. & Hallinger, J.P. (1990) (pp 245-275). Berkeley, CA: McCutchan Publishing Co.
- "The Administrator Credential Assessment Program", copyright 1993 by National Evaluation Systems, Inc.
- "The Catalogue of the National Diffusion Network", *Educational Programs That Work*, 19th Edition, 1993.
- "The Essential Conversation: Getting It Started, Keeping It Going", Kathleen Cushman *Horace* Volume 8, Number 2 November, 1991.
- "The Essential School Principal: A Changing Role in a Changing School", Kathleen Cushman, *Horace*, Volume 9, Number 1.
- "The Learning Gap", Harold W. Stevenson & James W. Stigler, Northern State University.
- "The Middle Matters, Transforming Education for Vermont's Young Adolescents", December, 1991, Vermont Middle Grades Task Force.
- "The Michigan Partnership for New Education", 1992.

- "The Movement of Language", UCLA Graduate School of Education Quarterly, Winter 1994, Volume 6, Issue 2.
- "The National Network for Educational Renewal".
- "The Other Crisis in American Education," Singal, Daniel J., The Atlantic Monthly, November, 1991.
- "The Praxis Series: Professional Assessments for Beginning Teachers," Educational Testing Service, July, 1991.
- "The Reflectivity-Activity Dilemma in School-University Partnerships," Journal of Teacher Education, September/October 1992.
- "The Sorry Teaching of Teachers," John Leo, U.S. News & World Report, April 27, 1992.
- "The South Carolina Teacher Cadet Program," Anne C. Lewis, Phi Delta Kappan, February 1992.
- "The 10 States That Do Best At Educating.", USA Today, by Henry, T. (November 9, 1993).
- "The Third Bracey Report on The Condition of Public Education", Phi Delta Kappan, October, 1993.
- "The Time Dilemma in School Restructuring", Gary D. Watts and Shari Castle, Phi Delta Kappan.
- "The 25th Annual Phi Delta Kappa/ Gallup Poll", Stanley M. Elam, Lowell C. Rose and Alec M. Gallup, October, 1993.
- "The University of Oklahoma Extended Program for The Preparation of Teachers", January, 1991.
- "The Virginia Common Core of Learning", Virginia Dept. of Education, May 27, 1993.
- "Theme: Alternative Approaches to Teacher Education," Karen Zumwalt, Teachers College, Columbia University, Journal of Teacher Education, March/April, Volume 42, Number 2.
- "Thinking Outside The Education Box", Texas Challenge.
- "This We Believe", by National Middleschool Associates.
- "Time and Space", Meg Sommerfeld, Education Week, March 3, 1993.
- "Tomorrow's Schools: Principles for the Design of Professional Development Schools," A Report of The Holmes Group, April, 1990.
- "Tomorrow's Schools: Principles for the Design of Professional Development Schools," Executive Summary.
- "Toward High and Rigorous Standards for the Teaching Profession." Initial Policies and Perspectives of the National Board for Professional Teaching Standards, 3rd Edition 1991.
- "Towards An Understanding Of Performance Standards", Eva L. Baker and Robert L. Linn, The Crest Line, Winter 1993/94.

"Training for Expansion of Accelerated Schools", Accelerated Schools, Winter 1994, Volume 3 Number 2 "Transformation of a Middle School", Barry S. Raebeck, April, 1990.

"Turning Points: Preparing American Youth for the 21st Century," Report of the Task Force on Education of Young Adolescents, Carnegie Council on Adolescent Development, June 1989.

"Two Texas Schools Split With NCATE Over Schism Between Standards, Law", Jon M. Engelhardt, Education Week, September 26, 1990.

"Using Networks to Promote Staff Development" Journal of Staff Development, Winter 1988, Volume 9, Number 1.

"Using Portfolios of Student Work in Instruction and Assessment", Judith A. Arter and Vicki Spandel, Educational Leadership, Spring 1992.

Virginia Department of Education (May 27, 1993). The Virginia Common Core of Learning (Framework Draft)., pp.1-23.

"Virginia's Vision for World Class Education", Virginia Dept. of Education, May 27, 1993.

"We Must Improve The Way Children Learn", Texas Challenge.

"Welcome to ASTD: Developing Your Skills Today, Working For Your Tomorrow", American Society For Training and Development.

"What Is Competent Beginning Teaching? A Review of the Literature", Anne Reynolds Review of Educational Research, Spring, 1992.

"What Makes a Portfolio a Portfolio?", F. Leon Paulson, Pearl R. Paulson, and Carol A. Meyer, Educational Leadership, February, 1991.

"What Project LEARN Reveals about Collaborative Action Research," Richard Sagor, Educational Leadership, March 1991.

"What State Legislators Need to Know About the National Board for Professional Teaching Standards" Constance L. Koprowicz, State Legislative Report, Volume 19, Number 1.

"What Teachers Should Know and be Able to do", National Board For Professional Teaching Standards.

"What Works, What Doesn't: Lessons From Essential School Reform" Kathleen Cushman, Horace, Volume 9, Number 2.

"Where Is Multiculturalism Leading Us?", Nathan Glazer, Phi Delta Kappan, December, 1993.

"Who Will Teach The Children", Harriett Tyson, Volume 3, Issue 3 Spring 1994, National Council for Accreditation of Teacher Education.

"Why Are Doves of Unqualified, Unprepared Kids Getting into Our Top Colleges?", John Larew, The Washington Monthly, June 1991.

"Why America Needs the National Board for Professional Teaching Standards", National Board For Professional Teaching Standards.

"Winner's All: A Call for Inclusive Schools," The report of the NASBE Study Group on Special Education, October, 1992.

"Worry and Distrust of Adults Poll", Susan Chira, The New York Times, July 10, 1994.

"Youth Training in the United States, Britain, and Australia," Hong Tan, Bruce Chapman, Christine Peterson, Alison Booth, Published by RAND, 1991.

- Appendix -

Systemwide Teacher Education Program Review

Report of the External Program Review Team to the Oklahoma State Regents for Higher Education

November 6, 1992

RECOMMENDATIONS FOR OKLAHOMA TO BECOME A LEADER IN TEACHER EDUCATION

Although many of our recommendations are based on information gathered from data prepared by State Regents' staff and the site visits to the twelve state institutions, others have been made that are based on our knowledge and understanding of the national trends in teacher education. Although our recommendations focus on areas that need strengthening which is inherent in any program review, it should be noted that there are many positive components in the various teacher preparation programs.

1. State Regents should give special consideration to machine Programs to the size and capability of the faculties involved to assure quality and productivity.

The Team believes the regional universities may be spread too thin given their size and lack of resources. We believe that each institution should focus on a select number of teacher education programs. Serious questions should be raised about the proliferation of graduate programs of doubtful quality.

2. In cooperation with the institutions, minimum productivity standards should be set and programs which do not meet these-standards should be eliminated.
3. Graduate Programs should be examined to assure that they are rigorous, vigorously administered. and adequately supported with resources; those that do not meet the standards of the Council of Graduate Schools should be eliminated.

The Team questioned the rigor of a number of graduate programs, particularly those that used large numbers of adjunct faculty members or assigned overloads to regular faculty. In at least one university, no graduate council or committee was charged with overview of graduate studies. In several institutions the graduate studies programs were very small.

4. Institutions that do not already have a clearly defined faculty overload policy and a clearly defined Policy for review and appointment of adjunct faculty should develop such policies.

The Team noted the use of overload and adjunct faculty to such an extent that it concerned us. We noted one program that relied almost entirely on adjunct faculty. Another institution employed more adjunct faculty than it had regular faculty. In another institution, 75 percent of the education faculty taught overloads for extra pay. We find it hard to believe that such practice leads to quality programs.

5. A State Regents' staff member should be named to coordinate teacher education efforts.

Teacher education needs a focal point at the state level. House Bill 2246 gives increased responsibility to the State Regents for Higher Education. The Chancellor's office needs a dynamic teacher educator with research experience and great

knowledge about teacher education. It would be helpful if this individual had a national reputation and a record of creative and innovative leadership in preparing teachers. This individual should be given responsibility for quality assurance in the twelve state institutions. It is our opinion that quality programs will not be developed voluntarily except in a few of the strongest institutions. We also believe that few of these recommendations will be implemented without the leadership of a strong teacher-educator at the state level.

6. Institutions that do not require a major in an academic discipline for secondary certification should do so. The State should set a date to eliminate or decrease the use of endorsements as a method of certifying subject matter teachers.

The present endorsement system allows add-on certification with a very small number of credit hours in the endorsement area. Oklahoma educators and the Team do not believe the teacher supply to be so critical that endorsements are necessary.

7. Academic Preparation in elementary education should be strengthened, which may require more flexibility in certification requirements.

Teacher educators throughout the nation are concerned about the academic preparation of elementary teachers. Most agree that the elementary teacher should be well grounded in general education and in the arts and sciences because of the broad scope of subject matter the teacher is required to teach in the self-contained classroom. We believe that many elementary education programs have stressed general education and specialized professional education courses (e.g., Teaching Math in the Elementary School) rather than academic content. certification requirements are no doubt a part of the problem. For example, the Team found in one institution three courses in parenting education.

We believe that elementary education programs in Oklahoma should be carefully reviewed with the intent to shrink or reduce the professional education component making it more generic and less specialized. Any credit hours saved through this process should be added to academic classes that will extend the teacher's competencies in areas of specialization.

In addition, we believe the internship and other clinical experiences are of great value to prospective elementary teachers. The internship should be lengthened and strengthened through the use of master teachers.

8. The State Regents for Higher Education should require an annual report on grades given by education faculty compared to those given in general education and academic discipline from each institution.

The Team is convinced that grades at all levels and disciplines in Oklahoma are inflated but education is the leader in each institution. We have heard from administrators and faculty that education students are already superior to students from other areas of the university. We recognize that the 2.5 GPA and passing the PPST does, indeed, insure

a reasonably high quality of student. Even so, the large percentage of "A's" (50 percent) leads us to believe that grade inflation should be examined. We found, for example, one faculty member with over 150 students gave 100 percent "A's." It is not uncommon to find faculty giving grades that average 3.84, 3.90, 3.75, etc.

9. An immediate study should be undertaken at each institution to identify unnecessary duplication of courses and to determine the appropriate course sequence.
10. The State of Oklahoma needs to make a massive financial commitment to computerizing instructional technology and otherwise upgrading the technology used in its institutions of higher education.

Team findings indicate that graduates at several teacher education programs lack the computer literacy to function at the level demanded by public schools. The need for additional technology is evident by the number of smaller regional universities attempting to offer both basic and graduate programs with inadequate faculty. The Team suggests that interactive television could bring highly qualified instructors into distance sites at equal or less expense.

11. Without adding additional hours, we recommend teacher education at all levels include more intensive preparation in classroom management, parent involvement, legal issues exceptional and gifted students, and global and multicultural education.

Interviews with students almost invariably included these areas about which they reported the need for more preparation. It may appear incongruent that we suggest more in the same number of hours, but we believe some present areas of professional education can be reduced in emphasis to allow increased emphasis on students' recognized needs.

12. If teacher education is to advance to its rightful place, the relationship between the State Department of Education and the State Regents must be clarified and improved.
13. Cooperation and communication need to be enhanced between and among universities, education agencies, and Private business.

Both vertical and horizontal cooperation needs to be achieved. Vertically, articulation needs to be improved within the higher education community. The Team found some universities to be unfamiliar with programs and features of programs at other institutions.

We believe that joint faculty appointments between education and the disciplines would enhance articulation. We believe that the video technology that exists at the comprehensive universities could be used by the entire system, perhaps even to teach graduate courses at remote sites through interactive television.

Horizontally, better articulation between higher education, common education, and

vo-tech education should be achieved. Increased collaboration that recognizes the partnership and commonality of goals of common education and higher education should be actively sought. Partnerships with private companies, especially for technology utilization, have become quite common nationally and should be actively pursued in Oklahoma. Also, partnerships with public schools designed to provide professional development for faculty and teachers are common throughout the nation.

14. Professional development should be focused on the university faculty member's ability to model such effective teaching styles as inquiry, group discussion, collaborative learning, etc.

Faculty members should demonstrate the various teaching methods rather than relying on the lecture and other conventional methodologies.

15. The student teaching program and all clinical Programs are essential. Each institution should examine clinical programs to be sure there is quality control. Since the clinical component is reported by students to be the most valuable in the entire Program, ways should be found to strengthen it.

16. Serious attention should be given to role, scope, and specialization of mission as a means of facilitating the transfer of courses and Programs among institutions and the articulation of two-year college students with four-year institutions of higher education.

17. The comprehensive and regional universities must remain in control of entry, curriculum, and exit from teacher education programs.

We recognize the interest of community colleges in providing certain teacher education courses. We suggest the possibility of arrangements whereby faculty from the universities may be used to offer teacher education classes in community colleges where the universities are in control of the quality of course offerings.

18. There needs to be an increased emphasis on hiring minority faculty and recruiting minority students.

There is a striking absence of minority faculty in the regional universities. We also noted a visible absence of African American and Native American students. We recognize the difficulty of employing African Americans but we believe an improvement can be made by increased recruiting efforts.

19. We recommend the establishment of a statewide leadership institute for deans and directors of teacher education.

An effort to keep deans and directors of teacher education informed about the latest developments and innovations in teacher education would be worth the cost and should, to a great degree, offset the provincialism and isolation of small institutions.

20. The State Regents should begin immediately to acquaint and involve Education and

Arts and Sciences faculty in the implementation of HB 2246.

21. The system of reciprocity between states should be improved to facilitate certification of students from other states and from NCATE approved programs.

22. A special certification should be created for teaching in the middle school.

It is generally recognized that middle school students are entering a unique phase of their lives. Emerging adolescents are not served well by teachers with either elementary or high school certification. The middle school student needs programs with more academic content taught by teachers who are well prepared academically. The middle school teacher needs special preparation in pre- and adolescent psychology. Most states, to our knowledge, require at least a 24-credit-hour preparation in a discipline while others require a full academic major. We also believe middle schools are an area needing special research regarding the rapidly changing culture of today's adolescent.

23. Increase the requirement that teacher education faculty members teach in the public schools to a minimum of 10 hours Per Year to keep faculty attuned to and cognizant of the realities of today's classrooms and schools.

Teacher Supply and Demand in Oklahoma

**REPORT ON PHASE ONE
JANUARY 1993**

Prepared by the
Southern Regional Education Board
and
Data and Decision Analysis

The SREB-Oklahoma Educator Supply and Demand Project is underway because of the cooperation of the Oklahoma State Department of Education, the Oklahoma Department of Vocational and Technical Education, and the Oklahoma State Regents for Higher Education. This report does not include data compiled from the Oklahoma Department of Vocational and Technical Education, which will be compiled in a separate report. Staff of these agencies provided valuable time and expertise to the project. The program has been funded by the State of Oklahoma and the United States Department of Education, National Center for Education Statistics. This report is the result of the first phase of a two-phase project. Additional data and information will be compiled during phase two. The Southern Regional Education Board has provided support, coordination, and staff time to the project. All technical work has been completed by Data and Decision Analysis, Incorporated of Northampton, Massachusetts.

For additional information on the program contact

Lynn M. Cornett
Vice President for State Services
Southern Regional Education Board
592 Tenth Street, N.W.
Atlanta, Georgia 30318-5790
(404-875-9211)

Robert E. Stoltz, SREB Vice President For Educational Policies, also worked on this project

TEACHER SUPPLY AND DEMAND IN OKLAHOMA

Highlights

Supply and Demand

Forecasts are early warning devices. The following supply and demand information is based on historical trends in the state and maintaining current student teacher ratios in the classroom. The information is provided to forewarn policy makers about problems to provide time to respond. Information should also stimulate thinking in the state about how short and long-term policies can provide the best quality teachers for the students of Oklahoma

- ◆ Assuming the current pupil/teacher ratio in the classroom, Oklahoma can anticipate moderate deficits in the supply and demand of teachers in the mid to late 1990s. The shortages will be the highest in high school teaching, with shortages for elementary teachers not anticipated.
- ◆ Shortages among middle school teachers will peak in mid-decade and last until 1997. In 1995, 186 more language arts classes are thought to be needed, with 119 more mathematics, and 111 additional science classes.
- ◆ In 1998 the state has an anticipated shortage of 28 physics classes, 77 chemistry classes, and 217 biology classes in high schools.
- ◆ By 1998 some 200 additional foreign language classes are projected to be needed, just for middle and high schools, not counting teachers for the elementary schools.

Workforce Dynamics

- ◆ The education workforce in the state has been extremely stable over the last 20 years. In 1973, 86 percent of the educators had been employed in education the previous year; by 1991 it had increased to nearly 90 percent. At the same time, the number who leave in any one school year has declined from 12 percent to 6 percent of the workforce.
- ◆ In 1991, 97 percent of the school administrators returned from the previous year. About 10 percent of the teachers changed districts in 1991, compared to 13 percent just 10 years before.
- ◆ Of the teachers who leave the system, only about 30 percent are likely to return. If a teacher does not return in 5 years, the likelihood of coming back is small. For teachers who left teaching, in 1987, 12 percent returned the next year, but only 2 percent returned in the fourth year.

- ◆ Oklahoma public colleges and universities prepare most new teachers for the schools. Ninety percent of all education degrees are granted by public colleges and universities in the state. The number of education degrees granted in 1989-90 (4,039) was about the same as in 1986-87.
- ◆ In public institutions, 21 percent of all bachelor's degrees are in education, 44 percent of all master's degrees are awarded in education, and 35 percent of all doctorate degrees are in education.
- ◆ In the decade of the 1980s, 88 percent of all education degrees went to white students, 12 percent to minorities. In the last 10 years, 46 percent of the 22,000 persons who received bachelor's degrees in education entered teaching in the state.
- ◆ Under current conditions, if teacher education majors are not employed within about 3 years after graduation, they are not likely to become teachers. Between 1981-82 and 1985-86, 36 percent of the bachelor's degree holders in education became teachers within a year after getting a degree. In the second year, 6 percent more entered. Over the next four years after graduation, only 6 percent more had become teachers.
- ◆ An encouraging development appeared in 1990. Of the 1988-89 graduates (bachelor's degree in education), 33 percent entered teaching after one year and 10 percent entered the second year for a total of 43 percent within 2 years. Of the 1989-90 graduates, 44 percent entered teaching within a year and another 6 percent entered by the second year bringing the total to 50 percent within two years. That compares to just 36 percent of the 1985-6 graduates who had entered either one or two years after graduation.

Demographics of the Workforce

- ◆ The number of teachers and educators grew 39 percent in the last 20 years, most in the 1970s; with a 10 percent growth in the 1980s.
- ◆ Teachers make up 87 percent of the educator workforce, and that has remained fairly constant over the last two decades.
- ◆ In the last 10 years, the number of superintendents and principals has declined; staff support for schools has increased by more than 100 percent. The number of counselors and librarians has almost doubled
- ◆ In 1972, 2 out of 3 individuals in the total workforce were women. Today, that proportion has increased to 3 out of 4. In elementary schools, 86 percent of the teachers are women. The number of male elementary teachers has declined in the last 10 years. Slightly over half (52 percent) of the high school teachers are women.

- ◆ In 1992, 93 percent of the superintendents, 84 percent of the secondary principals, and 59 percent of the elementary principals, were men. The number of women principals has about doubled in the last decade.
- ◆ Six percent of the elementary teachers are minorities. In the last five years, no teaching area has had an increase in minority teachers.
- ◆ The number of students enrolled in Oklahoma schools declined in 11 of the 14 years between 1972 and 1991. In the same period, the number of teachers increased in 11 of the 14 years. The student teacher ratio has fallen by 18 percent from 17.7 students per teacher to 14.5 per teacher.
- ◆ The Oklahoma public school system has an aging workforce. In 1972, 29 percent of the elementary teachers were under 30 years of age; in 1992 the figure fell to 14 percent. About 60 percent of Oklahoma's teachers are over 40 years old. Only twelve percent of the high school teachers are under 30 years of age. Over two-thirds of the high school physics and foreign language teachers are over 40 years old.
- ◆ There are fewer new teachers today. In 1991, 6 out of every 100 teachers were new. That compares to 10 out of every 100 in 1973. Nearly one-third of all teachers have 15 to 24 years of experience today.
- ◆ In 1992 nearly one in three (32 percent) teachers was within 10 years of reaching retirement eligibility. Only 5 percent of teachers choose not to retire as soon as they become eligible.

TABLE 1
Demand for Oklahoma Teachers
and Surplus or Shortages in Selected Fields

LEVEL	ASSIGNMENT	YEAR	DEMAND		
			Full-Time Equivalents	Number of Classes	Shortage of Classes
Elementary		1999	15507	16715	-
Middle School	Language Arts	1995	1231	6747	186
	Mathematics		798	4357	119
	Science		747	4037	111
	Social Studies		652	3438	94
	Foreign Language		56	307	8
High School	Language Arts	1998	2192	11983	858
	<i>Mathematics</i>				
	Lower and		1047	5715	409
	Middle*				
	Higher*		118	671	49
	<i>Science</i>				
	Biology		546	3026	217
	Chemistry		192	1077	77
	Physics		76	392	28
	Physical Science		281	1534	110
	Social Studies		1642	8455	606
	Art		311	1697	122
	Foreign Language		524	2759	198
	Physical Education/ Health		1023	4308	309
	Industrial Arts		296	1587	115

* "Lower and Middle Mathematics" includes Remedial Math, High School Arithmetic, Consumer Math, General Math, Algebra I, II and III, Pre-Algebra, Geometry, and Solid Geometry. "Higher Mathematics" includes Matrix Algebra, Analytics, Calculus, AP Calculus, Statistics and Probability and Trigonometry.

DISCLAIMER

The findings, opinions, recommendations, and conclusions expressed in this report are those approved by a majority of the Oklahoma Commission for Teacher Preparation's members. Individuals identified as assisting or contributing to this project are not responsible for the content of the report.

This publication, printed by Bengal Printing Co., is issued by the Oklahoma Commission for Teacher Preparation as authorized by David M. Ligon, Executive Director. One thousand copies have been prepared and distributed at a cost of \$11,947.50. Copies have been deposited with the Publications Clearinghouse of the Oklahoma Department of Libraries.